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ABSTRACT

This report is one of a series prepared by Master Plan Subcommittees that will be used in developing a Master Plan for higher education in Utah. Chapter One discusses (1) the manner in which roles were defined; (2) the identification of present roles performed; (3) existing programs; (4) the assignment of roles to various institutions; (5) the extent of curriculum coordination by the central state agency; and (6) the organization of the report. Chapter Two explains the basic goal and functions of higher education and the need for an agency with full power to coordinate. Chapter Three discusses the characteristics and history of Utah's technical, junior, and four year colleges and its universities. Chapter Four assigns roles for these institutions. Chapter Five makes recommendations regarding present and proposed programs within the assigned roles for each of Utah's institutions. Chapter Six discusses the procedures for program approval, and Chapter Seven makes recommendations regarding a coordinating agency, institutional programs and other topics. Six appendices are attached. (AF)

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MASTER PLAN STUDY COMMITTEE **L**

A Report to the
UTAH COORDINATING COUNCIL OF HIGHER EDUCATION

ROLES AND CURRICULUM

STATE OF UTAH
COORDINATING COUNCIL OF HIGHER EDUCATION
November 1968

HE 001 462

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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REPORT OF MASTER PLAN COMMITTEE "L"

ROLES AND CURRICULUM

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This report of Study Committee "L" is made to the Utah Coordinating Council of Higher Education for its use in developing a "Master Plan" for Higher Education in Utah. It should also prove useful to other Study Committees, the Steering Committee, and Advisory Committees in their deliberations.

This report is the work of the Study Committee "L"; it is not the work of the Council, nor does it necessarily reflect decisions of the Council.

Utah Coordinating Council of Higher Education
1201 University Club Building
Salt Lake City, Utah 84103

Gentlemen:

Enclosed herein is the Report and Recommendations prepared by Committee "L", the Subcommittee on Roles and Curriculum. Extensive use was made of the Reports and Recommendations prepared by the other Master Plan Subcommittees, as well as the information provided by several educators invited to participate in the Committee work. The Committee is particularly indebted to Dr. Leon McCarrey of the Coordinating Council staff who worked closely with the Committee in all of its meetings, assembled much of the data used by the Committee in reaching its decisions, and provided valuable assistance in the preparation of the Report.

In determining the role assignments, the activities and functions of the Institutions were studied in detail. However, this work was directed primarily to the academic activities, with less attention given to such areas as Community Services and International Education. Roles associated with these functions will require further definition in the future.

Time did not allow the formulation of detailed plans to implement several recommendations made by the Committee. Of particular concern to the Committee was the need to give better direction to the students in selecting the Institution best able to serve their needs, e.g., coordinated counseling services, standardization of testing programs, and financial assistance for deserving students whose educational needs could not be met in their home areas should be studied in depth, and programs devised to better serve the needs of the State's students. It is assumed that these recommendations will be evaluated, and those accepted by the Coordinating Council will be implemented as part of the Master Plan.

The Committee held numerous and extended meetings, and a considerable amount of work was done separately by a number of the Committee members individually or in group subcommittees. The Chairman is indeed grateful for this dedicated service.

Sincerely,

/s/ Berne A. Schepman
Chairman, Committee "L"

TABLE OF CONTENTS

Page

LETTER OF TRANSMITTAL i

TABLE OF CONTENTS ii

LIST OF TABLES v

CHAPTER I - INTRODUCTION 1

The Manner in Which Roles Were Defined 1

The Identification of Present Roles Performed 2

The Review and Classification of Existing Programs 3

The Assignment of Roles to the Various Institutions 4

The Extent of Curriculum Coordination by the Central State Agency 4

Organization of the Report 4

CHAPTER II - PREMISES 5

Basic Goal of Higher Education 5

The Functions of Higher Education 6

The Necessity for Coordination 6

An Agency with Full Power to Coordinate 7

CHAPTER III - CHARACTERISTICS AND HISTORY OF UTAH'S POST-HIGH SCHOOL INSTITUTIONS 9

Characteristics and History of the Technical Colleges 10

Page

Characteristics and History of the Junior Colleges 12

Characteristics and History of the Four-Year Colleges 15

Characteristics and History of Utah's Universities 18

CHAPTER IV - ASSIGNING ROLES FOR UTAH'S POST-SECONDARY INSTITUTIONS 24

Definitions 26
Roles for Utah's Two-Year Institutions 29

Definitions 30
Roles for Utah's Four-Year Institutions 34

Definitions 35
Roles for Utah's Universities 38

CHAPTER V - RECOMMENDATIONS REGARDING PRESENT AND PROPOSED PROGRAMS 39

Recommendations Regarding Present and Proposed Programs Within Assigned Roles 42

Utah Technical College at Provo 42
Utah Technical College at Salt Lake City 45
College of Eastern Utah 48
Dixie College 50
Snow College 54
College of Southern Utah 57
Weber State College 60
University of Utah 64
Utah State University 69

CHAPTER VI - PROCEDURES FOR PROGRAM APPROVAL 74

Introduction 74

Program Approval - Limits of Authority 76
New Courses 76
New Programs 77

Submission and Evaluation of a New Program or Administrative Unit 77

Page

Program Request 78

Procedures for Program and Administrative Unit Evaluation 79

Submission of New Programs in Response to Central Agency Request 80

Criteria for Program Submission 80

Proposal for the Initiation of a New Instructional Program 81
    Phase I 82
    Phase II 83

Proposal for the Initiation of a New Administrative Unit 86
    Phase I 87
    Phase II 88

CHAPTER VII - RECOMMENDATIONS 90

APPENDIX A 96

APPENDIX B 100

APPENDIX C 102

APPENDIX D 107

APPENDIX E 110

APPENDIX F 112

LIST OF TABLES

TABLE Page

I. Roles for Utah's Two-Year Institutions 29

II. Roles for Utah's Four-Year Institutions 34

III. Roles for Utah's Universities 38

IV. Recommendations Regarding Present & Proposed Programs Within Assigned Roles -- Utah Technical College at Provo 42

V. Recommendations Regarding Present & Proposed Programs Within Assigned Roles -- Utah Technical College at Salt Lake City 45

VI. Recommendations Regarding Present & Proposed Programs Within Assigned Roles -- College of Eastern Utah 48

VII. Recommendations Regarding Present & Proposed Programs Within Assigned Roles -- Dixie College 50

VIII. Recommendations Regarding Present & Proposed Programs Within Assigned Roles -- Snow College 54

IX. Recommendations Regarding Present & Proposed Programs Within Assigned Roles -- College of Southern Utah 57

X. Recommendations Regarding Present & Proposed Programs Within Assigned Roles -- Weber State College 60

XI. Recommendations Regarding Present & Proposed Programs Within Assigned Roles -- University of Utah 64

XII. Recommendations Regarding Present & Proposed Programs Within Assigned Roles -- Utah State University 69

TABLE Page

XIII. List of Medically-Allied Occupations (Health-Related Fields - Utah Colleges and Universities - 1968) 107

XIV. Listing of Medically-Allied Professions and Occupations That Are Not Presently Offered In Utah Higher Educational Institutions 108

CHAPTER I

INTRODUCTION

The work of the Committee was dominated by several major considerations:

1. Formulation of the manner in which roles should be defined.
2. Identification of present roles performed by state-supported institutions of higher learning.
3. A review and classification of existing programs.
4. The assignment of roles to the various institutions.
5. A determination of the extent to which programs should be "coordinated" by the designated central state agency if institutions are to function within defined roles.

Because of the nature of its assignment, Committee "L" has carefully considered the reports and recommendations of the various Master Plan subcommittees. These studies have assisted in the identification of roles and in some cases, have suggested the institution(s) best qualified for a particular role assignment. While these reports have been useful, most of the data for this study were provided by the various colleges and universities.

The Manner in Which Roles Were Defined

After prolonged deliberation, it was decided that a specific role assignment for each institution would be more beneficial than attempting to agree upon a single definition[1] which could then be applied to each school.

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[1] To assist with the interpretation of the report, the Committee has developed definitions. While it has been necessary to provide a "special connotation" for the same term appearing in different sections of the report, it is hoped that these definitions have provided meaning to the study.

Some of the criteria used to define institutional roles were:

1. Type of Institution - i.e., liberal arts college, university, vocational/technical college.
2. Degrees - level of present and proposed academic degrees.
3. Disciplines - scope and breadth of subject matter offered under and/or projected within a particular discipline.
4. Student Capability - certain minimal entrance requirements should be established at each institution as a part of that institution's role. Such entrance requirements should not allow students with insufficient background admittance to any institution for which they are not equipped.
5. Student Needs - individual development requires a variety of educational opportunities and a reasonably free movement of individuals within these opportunities as development occurs.
6. State Needs - an educational system must provide educational resources, meeting the needs of its citizens as individuals and the needs of the State for trained manpower and for economic and social development.

The Identification of Present Roles Performed

The decisions regarding present institutional role assignments were justified on the basis of extensive subcommittee activity, detailed information assembled by individual Committee members, and extensive data obtained by the Council's Office of Academic Affairs.

The data included:

1. Profile of Department[1] - approximately fifty letters were written to post-high school institutions for the purpose of providing a concise and factual image of the current and projected status of a particular department or program.
2. Letters of Inquiry[2] - several letters of inquiry were written to administrative personnel at the various institutions. The purpose was to request additional data concerning certain administrative groupings within the institution. In addition, the Committee questioned why certain programs were not broader in scope.

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[1] See Appendix A.

[2] See Appendix B.

3. Institutional Organization Charts - all institutions were requested to forward to the Committee an organizational chart with an explanation of the present administrative structure through which course and program changes are accomplished.

4. Research and Clinical Units - in addition to the above requested data, the institutions were asked to furnish a list of the research units, and research and clinical units presently functioning on campus, as well as anticipated expansion in these areas.[3]

5. Resource Personnel - chairmen of several of the Master Plan subcommittees, Coordinating Council staff members, institutional resource personnel, and the State Superintendent of Public Instruction were invited to participate in several of the Committee's deliberations.

6. Additional Data Provided by the Council's Office -
   - (a) student credit hour production by discipline;
   - (b) degrees and certificates awarded 1962-63 through 1966-67;
   - (c) publication entitled "The Importance of Coordination in Higher Education";
   - (d) intention study of Utah's high school graduates;
   - (e) degrees and programs presently offered and projected through 1973; and
   - (f) State Manpower Needs - Utah Employment Security Office.

The Review and Classification of Existing Programs

The Committee has reviewed the instructional programs at each institution and has made one of three recommendations:

1. that the program be conducted without further consideration and/or submission of additional data;

2. that additional information be submitted before final approval of the program; and/or

3. that a program be re-classified by the institution.

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[3] See Appendix C.

The Assignment of Roles to the Various Institutions

Early in the deliberations of the Committee, it was recognized that the changing character of higher education required that scope and role assignments remain flexible. To compile a document capable of assessing all areas of higher education in the State for the next ten years was not realistic, possible, or even desirable. The Committee agreed that the Master Plan Subcommittee Report should be formulated and administered as a flexible plan for use by all educational agencies, rather than a narrow, specific document.

In keeping with this basic philosophy, the Committee developed procedures for the changing of scope and role assignments.

The Extent of Curriculum Coordination by the Central State Agency

The extent of the decision-making authority for program approval became an important consideration of the Committee. That is, should the designated central coordinating agency be responsible for approval of everything down to and including the individual course, or only for major program, administrative, and research unit changes?

Organization of the Report

The Roles and Curriculum Committee adopted at the beginning of its endeavors certain premises that provided the framework for the Master Plan Report. Chapter II will be devoted to a review of these guidelines. In Chapter III, a brief history and characterization of Utah's post-secondary institutions will be discussed. The establishment of roles for state-supported institutions of higher learning and recommendations regarding present and proposed programs are then discussed in Chapters IV and V. Chapter VI will present and analyze procedures for program approval. Chapter VII will conclude with the Committee recommendations.

CHAPTER II

PREMISES

Because members of the Committee had varying degrees of exposure to the issues associated with higher education, it was agreed that certain broad generalizations and understandings should first be developed. The following premises represent the basic "philosophy" of Committee "L", as it proceeded to identify and assign roles to the various state-supported institutions of Utah.

Basic Goal of Higher Education

The basic goal of higher education in Utah should be to provide quality educational opportunities for all post-high school students who can profit from additional training.

To accomplish this task, admission standards, tuition costs, and student scholarships should be favorably disposed toward residents of the State.

While the preceding statement represents the immediate interests of many citizens of the State, it should be acknowledged that not all persons seeking post-secondary education will elect to attend an institution in Utah. It should also be recognized that programs offered in the State will attract non-resident students. This "give and take" is considered a characteristic of higher education which greatly enhances educational opportunities here and elsewhere.

While the students' significance to the State's culture and economy deserves consideration, it should not over-shadow out-of-state students' value to the intellectual vitality and quality of the colleges and universities.

The Functions of Higher Education

The major functions of higher education include; 1) being a custodian of knowledge, responsible for its collection, preservation, and organization; 2) being the discoverer of knowledge, which includes research; and 3) being the disseminator of knowledge, which imposes the duty to teach.

In the performance of these functions, each institution of higher education in Utah has a significant role to play. These roles should vary according to the character of the institution. As the custodian of knowledge, the institutions develop appropriate library and archival programs; as discoverers of knowledge, they conduct research; as disseminators of knowledge, students are taught to communicate effectively with others, to reason independently and creatively, as well as to strive toward intellectual achievement.

The Necessity for Coordination

Coordinated development of post-high school curricula is necessary if Utah is to assure the availability of educational opportunities for all qualified students, without unnecessary duplication and a consequent waste of the State's resources.

A coordinated development of higher-education programs can be achieved without violating Utah's educational traditions or intruding on the initiative or creativity of its institutions. Democratic traditions in education do not require that all students attend the same or similar institutions, nor do they require the pursuit of similar curricula. Coordination allows for an appropriate division of labor among Utah's institutions, allowing a differentiated role for each.

An Agency with Full Power to Coordinate

In order to accomplish the goals of higher education and to provide for a coordinated development of post-high school curricula and programs, it is necessary that there be a coordinating agency with powers to approve programs and review curricular offerings. Utah's Coordinating Council of Higher Education, or another designated agency, should perform this role.

A concept of differing functions and roles is the basis for any proposed system of coordination. Such a concept provides for specialization when certain professional, semi-professional, graduate, or research programs make a duplication of programs educationally and economically unsound. In the Utah system, certain institutions should be given exclusive responsibility for the management of such programs, i.e., medicine, law, and pharmacy at the University of Utah; agriculture, forestry, and food science at Utah State University.

The assignment of roles and programs is not considered irrevocable. Shifts in population, changes in career choices, and socio-economic changes, may well provide bases for the assignment of new roles and the exchange or elimination of others. Accordingly, there should be a periodic review of roles and programs by the central state coordinating agency.

While the designated central state coordinating agency should be responsible for the coordinated development of programs, this in no way relieves the institutions from responsible participation in curriculum and program development, in community services, and continuing education. It is acknowledged that the academic departments possess the competence to decide the proper structure and content of a program or curriculum; governing boards and administrative officers can best decide how a proposed program relates to the institutional role and whether or not resources can be made available. It remains for the designated central state coordinating agency to apply its judgment as to how proposed changes relate to other institutions in the State, including the prospects of growth, the impact of the change on other programs in the system, the effectiveness of the same or similar programs being offered elsewhere, and the alternative means to meet the needs established by the proposal.

It is assumed that well-established and coordinated programs for each campus will lend to the strength of each institution by removing it from the pressures of geographical and political interests.

CHAPTER III

CHARACTERISTICS AND HISTORY OF UTAH'S POST-HIGH SCHOOL INSTITUTIONS

Utah institutions have been established on the assumption that education should be equally accessible to all who can profit from it. Thus, almost every center of population which has been able to justify its needs to the Legislature has a publicly-supported institution of higher learning. However, the character of these institutions has not been specified and roles have not been assigned beyond a general identification, provided by the character of the programs offered. Each institution has been free within the capacity of its budget, the interests of its faculty and administration, and the controls imposed by its lay board, to determine its special character by the range of its specialized programs.

In some respects, duplication is inevitable and even desirable as a clear corollary of institutional dispersion. The intent in institutional location was to provide for the needs of local students. However, all institutions have sought to attract non-local students to their campuses. Curricular expansion has been a chief means to this end and has been successful in building enrollment, and thus, financial support for the institution.

Therefore, two countering purposes are now being served: 1) To locate institutions at every populous center for the convenience of the students; and 2) to attract non-local students to every campus location in order to support the growth and financial needs of the institution.

It appears that the interests of higher education in Utah lie in two directions: 1) to assure that future institutional growth is the result of institutional need with respect to specific role fulfillment, and not as the result of competition for students; 2) that high-cost programs be concentrated in the most suitable locations as a result of careful assessment of student and State needs.

To achieve these ends, it is necessary to describe the historical development and characteristics of each institution.

CHARACTERISTICS AND HISTORY OF THE TECHNICAL COLLEGES

The two Utah Technical Colleges are: Utah Technical College at Provo and Utah Technical College at Salt Lake City.

Characteristics of Utah's Technical Colleges

Utah's Technical Colleges are characterized as having educational programs to fit the needs of individuals who seek gainful employment in the semi-skilled, skilled, technical, and para-professional occupations.

Vocational and technical education, as provided by the Utah Technical Colleges, is considered a part of a complete educational process which is concerned with the intellectual, manipulative, creative, and social capabilities of each person. In order to develop these capabilities, programs in pre-matriculation and general education are being conducted.

Utah Technical College at Provo

The Utah Technical College at Provo, formerly the Central Utah Vocational School, came into being in September, 1941. Initial facilities were secured for a coordinated vocational education and war-production training program. During the war period, several thousand persons were trained for war production jobs.

By the end of the war, the value of the school to the Utah Valley, as well as to the war effort, had been recognized by the State Legislature, and an appropriation was made to operate the school as a state institution under the control of the State Board of Vocational Education. The school was made a permanent state institution by the 1947 Legislature. In the 1967 Legislature, the school was made a college and authorized to offer up to 25% of its program in academic studies.

The Utah Technical College at Provo is operated through the Utah State Board of Education and supported by state funds. Programs are offered in Trade and Industrial Education; Business Education; Technical Education; and Vocational Agriculture.

Utah Technical College at Salt Lake City

The Utah Technical College at Salt Lake is operated through the Utah State Board of Education and supported by state funds. It functions as an area vocational school and assists in serving the vocational and technical training needs of Utah. The objective of the technical college is to train persons to qualify for new or advanced opportunities in industry.

Since its inception in 1948, the Salt Lake school has moved to a new location. In the 1967 Legislature, the school was made a college and authorized to offer up to 25% of its program in academic studies.

Within the Trade, Industrial, and Technical areas at the Salt Lake Technical College, the following major programs provide training designed to meet the needs of the State: General Education, Technologies, Skilled Craft, Business, Distributive Occupations, and Health Occupations.

CHARACTERISTICS AND HISTORY OF THE JUNIOR COLLEGES

Utah has three state-supported junior colleges. These institutions operate under the auspices of the university boards and the State Department of Public Instruction.

The junior colleges are: College of Eastern Utah, Snow College, and Dixie College.

Characteristics of Utah's Two-Year Colleges

Utah's two-year colleges are characterized as institutions providing a variety of educational opportunities for persons who have identified educational needs in areas other than academic course work leading to a baccalaureate degree or to professional specialization.

Closely associated with this characterization is the transfer of credits to institutions offering further training or providing for the early entry of trained individuals into productive economic employment. Included among the educational opportunities are: 1) General education programs designed to enrich the student's experience and training in such a way as to assist him in the identification of his potentialities; and 2) programs which provide a sufficient background for the exercise of his duties as a citizen.

The College of Eastern Utah

The College of Eastern Utah is located at Price, Carbon County. In February, 1937, the State Legislature adopted a bill providing for the establishment of Carbon College, a junior college.

By an act of the 1959 Legislature, the College was made a branch of the University of Utah and placed under the control of the University of Utah Board of Regents.

In recent years (1965), the name of the institution was changed from Carbon College to the College of Eastern Utah, thus reflecting the larger geographic area the college serves.

At the present time, the College of Eastern Utah functions under the following organizational structure: Division of Humanities, Division of Social Studies and Education, Division of Science-Mathematics, and Division of Vocational-Technical Education.

Snow Junior College

Snow College, founded in 1888, is one of the oldest two-year colleges in the West. It began with a two-year course of study beyond the eight-year elementary program. The program offerings were increased to three years in 1895, and to four the following year. A three-year normal course qualifying school teachers also started in 1895. By 1910, the school offered a four-year normal course and extended it to five years in 1915, and to six years in 1916.

The name was changed to Snow Junior College in 1922, and high school courses were eliminated the following year. It remained under the L.D.S. Church until 1932, and has since been a public junior college under the direct control of the Board of Trustees of Utah State University.

The College is currently offering lower division programs in the following divisions: Division of Agriculture and Life Science; Division of Medical Studies; Division of Home and Family Life; Division of Business; Division of Education and Social Studies; Division of Humanities; Division of Industrial, Technical, and Vocational Education; and the Division of Physical Sciences and Mathematics.

Dixie College

Dixie College is located approximately 300 miles south of Salt Lake City. The College was officially established in 1913. Originally operated by the Church of Jesus Christ of Latter-Day Saints, the College was turned over to the State in 1933.

The move to a new campus location with several new buildings marked the beginning of the 1963-64 academic year. Located on its present 55-acre site, the College is undergoing a program of rapid expansion.

Control of the College is vested in the State Board of Education. The Board consists of ten members, nine of which are elected from the State's Judicial Districts to serve four-year terms. The Board meets at least once each month to act upon matters of policy pertinent to Dixie College.

The College's curricular offerings are sub-divided into two general areas. The first is the Division of Academics which includes the following departments: The Department of Biological Sciences, Department of

Fine Arts, Department of Home Economics, Department of Physical Sciences and Education. The second is the Division of Applied Arts consisting of: The Department of Auto Trades, Department of Aviation Occupations, Department of Business, Department of Industrial Arts, and the Department of Technology and Engineering.

CHARACTERISTICS AND HISTORY OF THE FOUR-YEAR COLLEGES

The four-year colleges occupy a wide "middle ground" between the junior colleges on the one hand and the universities on the other. Their major responsibility is to provide a quality liberal arts education leading to the baccalaureate degree.

As of 1968, Utah has two publicly-supported, four-year colleges and one which is privately supported.

The colleges are: College of Southern Utah, Weber State College, and Westminster College.

Characteristics of Utah's Four-Year Colleges

Utah's senior colleges are characterized as four-year institutions with programs leading to the baccalaureate degree, in all appropriate disciplines. In addition, a primary responsibility is to assist in the training and certification of teachers. Curricular offerings include general, technical, and professional education, as well as some assigned areas in vocational trades and skills. Training is also provided in some professions at the undergraduate level, and graduate work may be added when justified and approved by the designated central state coordinating agency.

The colleges are also expected to participate in continuing education and public services, as deemed appropriate.

The primary role of Weber State College is described as a comprehensive four-year college, offering general education with degrees in most standard disciplines. It also provides technical and professional education, as well as training in the vocational skills. Off-campus teaching and service programs are conducted according to local needs.

The College of Southern Utah is a liberal arts institution offering four-year programs. It is not considered comprehensive in its offerings. Its second priority is in the skills and the arts and crafts related to the liberal professions. Vocational and technical programs are limited to subjects which serve this purpose. Off-campus teaching and service programs are conducted according to local needs.

The College of Southern Utah

The College of Southern Utah is located at Cedar City, Utah, approximately 240 miles from Salt Lake City.

The College of Southern Utah was established by the Utah Legislature in 1897 when a branch of the University of Utah Normal School was authorized in Cedar City. For the first 16 years, it was known as the Branch Normal School and was basically a pre-college institution.

In 1913, a bill was passed which transferred the administration to the Utah State Agricultural College (now U.S.U.) and gave the school collegiate rank. It was then named Branch Agricultural College.

In the fall of 1948, the College became a four-year institution when the Utah State University Board of Trustees authorized the establishment of an elementary education program leading to the baccalaureate degree.

In 1953, the name of the College was changed from Branch Agricultural College to the College of Southern Utah. It continued to be administered by the Board of Trustees of Utah State University.

In 1965, the College of Southern Utah became an independent four-year college of arts and sciences with its own board of trustees. Twelve trustees are appointed by the Governor. Utah's Secretary of State and the President of the C.S.U. Alumni Association are ex-officio members.

The College is organized with five schools: School of Arts and Letters, School of Business and Technology, School of Education, School of Sciences, and School of Continuing Education and Public Service.

Weber State College

Weber State College was founded at Ogden, Utah, as Weber Stake Academy in 1889 by the Weber Stake Board of the Church of Jesus Christ of Latter-Day Saints. In 1922, the school was expanded to include a distinct junior college department along with its high school curriculum, and in 1933 it was transferred to the State of Utah.

For the next 28 years, it was operated as a state-supported junior college with the first upper-division class in 1962-63, and the first senior year in 1963-64.

In 1961, the Legislature created a Board of Trustees for the college whose members were appointed by the Governor.

The organizational structure of the College consists of the following: School of Arts, Letters and Sciences; School of Business and Economics; School of Education; School of Technology and Trad-Technical Education; and Division of Continuing Education.

Westminster College

Westminster College is located in Salt Lake City. The Salt Lake Collegiate Institute, forerunner of Westminster College, was founded in Salt Lake on April 12, 1875. Inasmuch as a system of public education had not yet been established in the then Utah Territory, the school filled a definite need for the education of Protestant youth in the area.

Development of the college program was slow, and for many years Westminster existed as a junior college. The first baccalaureate degree was conferred in June, 1946. In 1953, affiliation was effected with the Methodist Church, and in 1958, with what is now the United Church of Christ. Westminster is thus one of two senior colleges in the United States having a tri-church affiliation.

At the present time, Westminster functions as a liberal arts college with the following organizational structure: Division of Philosophy and Religion, Division of Fine Arts, Division of Social Science, Division of Natural Science and Mathematics, and the Division of Education and Psychology.

CHARACTERISTICS AND HISTORY OF UTAH'S UNIVERSITIES

In the State System of Higher Education, there are three major universities. Two are publicly supported institutions; the other is privately supported.

The three universities are: University of Utah, Utah State University, and Brigham Young University.

Characteristics of Utah's Universities

Utah's universities are characterized as having undergraduate and graduate programs at levels of learning consistent with the charter of the university and the needs of the State. Professional training is conducted in most professions on the undergraduate and graduate levels; however, the responsibility should be divided between the university campuses. This is necessary due to the high cost of equipment, specialized faculty, and unique building facilities, making duplicate programs impractical.

Research requiring special research facilities and highly specialized personnel should be limited to the university campuses, with research done in assigned areas to avoid duplication of research facilities.

The universities train and certify teachers, and both universities have some graduate programs in the colleges of education.

Both universities participate in overseas development contracts related to their assignments.

The University of Utah is the State's liberal arts university, and its undergraduate, graduate, and professional programs are closely related to the social sciences, humanities, sciences, and the arts. Students attracted to professional careers in medicine, law, and pharmacy are also well advised to attend. The University also has the responsibility for providing both local and statewide specialized continuing education and is responsible for the development of leadership in economic development, in urban services, and in public administration.

Utah State University, on the other hand, features undergraduate, graduate, and professional programs related to agriculture, land, water, and the development and maintenance of the State's natural resources.

It has the primary responsibility for rendering off-campus services, including the direction of education centers in rural Utah. It has a special role to play in the development of tourism and recreational facilities in Utah.

Utah State University

Utah State University, located at Logan, Utah, was founded in 1888 as part of the public education system of Utah. It operates under the Constitution and Laws of the State. It belongs to a family of institutions which had their origins in the Land Grant Act of 1862. It is tax-supported, deriving financial support from legislative appropriations, tuition, gifts, federal and private grants.

The institution is governed by a Board of Trustees composed of fourteen members: twelve are appointed by the Governor and ratified by the Senate; two are ex-officio: the Secretary of State and the President of the Alumni Association. The Board elects its chairman and vice chairman. All members serve without pay.

The University has curricular offerings in the arts and sciences at the undergraduate and the graduate levels. It is organized around eight resident colleges and a School of Graduate Studies, the Extension Service, and one branch college in Ephraim, Utah. The University's structure is as follows:

College of Agriculture
College of Business
College of Education
College of Engineering
College of Family Life
College of Humanities and Arts
College of Natural Resources
College of Science
College of Social Science
Division of Extension Services
School of Graduate Studies

University of Utah

The University of Utah is located at Salt Lake City. It is the oldest state university west of the Missouri River, having been founded in 1850. The University is a comprehensive institution of higher learning which encompasses ten colleges, two graduate schools, one summer school, and one division of continuing education. It is a major research center for the region.

It is administered by a Board of Regents consisting of 12 members, with three ex-officio members. It is a tax-assisted institution deriving financial support from legislative appropriations, tuition, gifts, federal, and private grants.

The University is structured as follows:

College of Letters and Science
College of Business
College of Engineering
College of Fine Arts
College of Health, Physical Education, and Recreation
College of Mines and Mineral Industries
College of Nursing
College of Pharmacy
Graduate School
Graduate School of Education

College of Law
College of Medicine
Graduate School of Social Work
Division of Continuing Education
Division of International Education

Brigham Young University

Brigham Young University is considered to be a part of the higher education system in Utah. It offers a full curriculum and its credentials are recognized and accepted as are those of other leading American universities.

It was established by the Church of Jesus Christ of Latter-day Saints in 1875. The Deed of Trust expressly set forth that "pupils shall be instructed in . . . such branches as are usually taught in an academy of learning", and also "in the *Old* and *New Testaments*, the *Book of Mormon*, and the *Doctrine and Covenants*."

The University is governed by a Board of Education, which consists of the First Presidency of the Church of Jesus Christ of Latter-day Saints and the Council of the Twelve Apostles.

The organizational structure of Brigham Young University is as follows:

College of Biological and Agricultural Sciences
College of Business
College of Education
College of Family Living
College of Industrial and Technical Education
College of Nursing
College of Physical and Engineering Sciences
College of Physical Education

College of Fine Arts and Communications

General College

College of Humanities

College of Religious Instruction

College of Social Sciences

Division of Continuing Education

CHAPTER IV

ASSIGNING ROLES FOR UTAH'S POST-SECONDARY INSTITUTIONS

The term role has been employed in the Committee "L" report to assist in identifying the various types of instruction, research and services necessary at each institution.[1] These roles originate in the goals of higher education and become functional through curricular design, research activities and community services.

Roles have been enumerated in tabular form for each type of institution. Institutions have been assigned a "primary" or "limited" status to indicate some gradation in the responsibility each institution has in the performance of a role.

Limited roles are specified and are sometimes ancillary to more general roles performed elsewhere. In most instances, a limited role would be assigned to meet the geographic needs of a particular locale, while a primary role assignment would be directed toward the satisfying of a broad state need. The terms "primary" and "limited" indicate also the comparative importance of intra-institutional roles to be performed.

In all cases, roles are to be performed according to definitions prepared for each type of institution, i.e., all institutions have a primary role in general education, but the character of general education varies.

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[1] Because Committee "E" and "J" reports were available to the group, Committee "L" efforts were expended in the area of instructional programs.

The assignment of "primary" and "limited" roles should assist as a point of departure for the evolutionary development of a stronger higher education system, and should not be interpreted as placing artificial restrictions on the normal growth and vitality of program development within these assigned roles.

Table I is devoted to a review of the roles for Utah's two-year institutions. In Table II, a discussion of role assignments for the senior colleges is presented. Table III reviews the roles of the state-supported universities.

DEFINITIONS

TABLE I

1. Pre-matriculation

Pre-matriculation is provided for the student who needs to correct specific deficiencies in his training prior to matriculation into the regular educational program of an institution of higher education. Such deficiencies may be determined by an examination of the student's previous educational record or by appropriate testing devices.

2. General Education

Technical Colleges - to provide that basic education which a student shares in common with other students of the same institution who are pursuing different courses of study. It is designed to provide the student with a liberal education intended to assist him in his vocation, as well as to enhance his personal life.

Junior Colleges - to provide an orientation in the academic disciplines, i.e., physical and life sciences, social sciences and humanities; an exploration of the skills, i.e., physical, health and recreation, laboratory and communication skills. This orientation and exploration may provide a terminal or a pre-professional education as they may be preliminary to further academic or professional study at another institution.

3. Para-professional/Technical

Para-professional/technical is a program that provides technicians in various fields that require more extensive training than the skilled vocations, but less extensive training than is required for the professional program. It is a program that does not require a B.S. degree and it can be completed in two years.

4. Vocational

Vocational education is planned to train individuals for employment as a skilled or semi-skilled workman. Highly specialized, it features practical work and the early acquisition of a skill.

5. Continuing Education

Continuing education is described as that education which may be provided for a person outside the formal programs of the institution. It may be academic, vocational, technical, professional or recreational in nature. In addition to the cultivation of civic and social responsibilities, it may also be directed toward improving competencies in a chosen profession.

6. Training Industrial Arts, Vocational Educators, and Counselors

Training industrial arts, vocational educators, and counselors is an assignment which should be closely correlated with the teacher education programs at the universities and/or state colleges. Because of statutory provision, the primary responsibility for teacher preparation must reside in the four-year colleges and universities.

7. Research

Research is a necessary companion to teaching and service. It is a disciplined inquiry which varies according to the nature and conditions of problems under investigation. As such, it is encouraged on all campuses. Formal research requiring special funding, special laboratories, and the employment of research personnel is distinguished from the foregoing definition.

8. Community Services

Community services is a role assigned to each of Utah's post-high school institutions. It may involve community use of institutional facilities, support of community projects by faculty and staff, the extension of counseling and guidance services, the sponsorship of cultural events, the service of faculties in community problem-solving, and the participation in those educational programs which are connected with the continuing education programs of the state.

9. International Education

International education is conducted by Utah institutions and includes: foreign contract programs, study abroad in established university centers, the exchange of faculty and students, and inter-cultural studies conducted on the campuses.

TABLE I

ROLES FOR UTAH'S TWO-YEAR INSTITUTIONS

COMMITTEE L

Description	Utah Technical College-SLC	Utah Technical College-Provo	College of Eastern Utah	Snow College	Dixie College
1. Pre-matriculation	P	P	P	P	P
2. General Education	P	P	P	P	P
3. Para-professional/ Technical					
Engineering/ Architecture	P	P	P[1]	P[1]	P[1]
Library	L	L	None	None	None
Medicine/Dentistry/ Nursing	(See Appendix D)				
4. Vocational					
Skilled	P	P	P[1]	P[1]	P[1]
Semi-skilled	P	P	P[1]	P[1]	P[1]
5. Continuing Education	(--in accordance with the Committee "E" Report Recommendations--)				
6. Training Industrial Arts, Vocational Educators, and Counselors[2]	P	P	None	None	None
7. Research	L	L	L	L	L
8. Community Services[3]	(--in accordance with the Committee "C" and "E" Report Recommendations--)				
9. International Education[4]	L	L	L	L	L

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[1] To meet present geographical needs.

[2] This role assignment should be closely correlated with the teacher education programs at the universities and/or state colleges. Because of statutory provision the primary responsibility for teacher preparation must reside in the four-year colleges and universities.

[3] Every institution has a responsibility in this area and the definition should reflect this state-wide role.

[4] Refer to Committee recommendation on International Education. (Also see Appendix F)

DEFINITIONS

TABLE II

1. Pre-matriculation

Pre-matriculation is provided for the student who needs to correct specific deficiencies prior to matriculation into the regular educational program of an institution of higher education. Such deficiencies may be determined by an examination of the student's previous educational record or by appropriate testing devices. These courses do not carry regular credit toward a baccalaureate degree.

2. General Education

General education for the four-year colleges should provide an orientation in the academic disciplines, i.e., physical sciences, life sciences, social sciences and humanities; as well as an opportunity for the exploration of general skills, i.e., physical, health and recreation, laboratory skills, etc. This is usually completed on the undergraduate level and represents the basic training acquired in the various academic disciplines. General education in all programs is intended to encourage clarity of thought and expression.

It is also intended to assist a student to understand himself, his physical environment, and the institutions and values in the environment in which he lives. It should further provide special understanding of the principles and processes which will enable a student to communicate effectively with those in other disciplines.

3. Para-professional/Technical

Para-professional/technical training prepares a person to earn a living in an occupation in which his success is largely dependent upon a knowledge of the laws of science and technology, as applied to design, production and service. Technical education provides training for persons working between the skilled workman and the professional (between the draftsman and the engineer).

4. Vocational

Vocational education is planned to train individuals for employment as skilled or semi-skilled workman. Highly specialized, it features practical work and the early acquisition of a skill.

5. Continuing Education

Continuing education is described as that education provided for an adult person whose training has been previously interrupted; it may be academic, technical, or professional, or it may be directed toward improving the student's competencies in a chosen profession or vocation. It may also be described as a continuing education directed toward the cultivation of civic and social responsibility.

6. Liberal Arts

The liberal arts include those educational programs which are relatively broad and general, rather than narrow or specialized. They include humanities, social and behavioral sciences, mathematics, and the basic sciences, but do not include the applied sciences and professional programs.

7. Professional

Professional education is specialized and directed toward the mastering of some skill. It anticipates practice in a profession or vocation, i.e., nursing, medicine, engineering, and/or teaching. It is usually accompanied by appropriate general education.

8. Research

Research is a necessary companion to teaching and service. It is a disciplined inquiry which varies according to the nature and conditions of problems under investigation. As such, it is encouraged on all campuses.

Formal research requiring special laboratories and the employment of research personnel is distinguished from the foregoing definition. Formal research will be conducted when institutional resources and research personnel are available, when research projects are justified on the basis of their contribution to knowledge, and when practical objectives related to the needs of the State and the institutional role justify the investigation. Such formal research shall have a limited role in the state colleges.

9. Community Services

Community services is a role assigned to each of Utah's post-high school institutions. It may involve community use of institutional facilities, support of community projects by faculty and staff, the extension of counseling and guidance services, the sponsorship of cultural events, the service of faculties in community problem-solving, and the participation in those educational programs which are connected with the continuing education programs of the State.

10. International Education

International education is conducted by Utah institutions and includes: foreign contract programs, study abroad in established institutions, the exchange of faculty and students, and inter-cultural studies conducted on the campuses.

TABLE II

ROLES FOR UTAH'S FOUR-YEAR INSTITUTIONS

COMMITTEE L

DESCRIPTION	COLLEGE OF SOUTHERN UTAH	WEBER STATE COLLEGE
1. Pre-matriculation	L	L
2. General Education	P	P
3. Para-professional/Technical		
Engineering	-	P
Medicine/Dentistry	(See Appendix D)	
4. Vocational		
Skilled	L	L
Semi-Skilled	-	-
5. Continuing Education	(In accordance with Committee "E" Report Recommendations)	
6. Liberal Arts (To include the Arts and Sciences and leading to the Baccalaureate Degree)	P	P
7. Professional		
Business	L	P
Education	P	P
Nursing	(See Committee "L" Recommendations)	
8. Research	L	L
9. Community Services[1]	(In accordance with Committee "E" Report Recommendations)	
10. International Education	(As defined in the Committee's Recommendations)	

[1] Every institution has a responsibility in this area and the definition should reflect this statewide role.

DEFINITIONS

TABLE III

1. Pre-matriculation

Pre-matriculation is provided for the student who needs to correct specific deficiencies in his training prior to matriculation into the regular educational program of an institution of higher education. Such deficiencies may be determined by an examination of the student's previous educational record or by appropriate testing devices. These courses do not carry regular credit toward a baccalaureate degree.

2. General Education

General education in the universities is to provide an orientation in the academic disciplines, as well as to provide an opportunity for the exploration of the higher skills--usually completed on the under-graduate level. It represents that basic training which a student shares with other students in the same program. General education in all programs is intended to encourage clarity of thought and expression. General education is intended to assist a student to understand himself, his physical environment, and the institutions and values in the environment in which he lives. It is to provide special understanding of the principles and processes which will enable him to communicate effectively with those in other disciplines.

3. Continuing Education

Continuing education is described as that education which may be provided for an adult person whose training has been previously interrupted. It may be academic, technical, or professional, or it may be directed toward improving the student's competencies in his chosen profession or vocation. It may also be described as a continuing education directed toward the cultivation of civic and social responsibility.

4. Liberal Arts

The liberal arts include those educational programs which are relatively broad and general, rather than narrow or specialized. They include humanities, social and behavioral sciences, mathematics, and the basic sciences, but do not include the applied sciences and professional programs.

5. Professional

Professional education is specialized and directed toward the mastering of some skill. It anticipates practice in a profession or vocation, i.e., nursing, medicine, engineering, and/or teaching. It is usually accompanied by an appropriate general education.

6. Research

Research is a necessary companion to teaching and service. It is a disciplined inquiry which varies according to the nature and conditions of the problems under investigation. In universities, however, it is a separate role that goes beyond that necessary for teaching and service. It fulfills the obligation of the university to expand the scope of knowledge about ourselves, our environment, and the social order in which we live. Formal research should be conducted as a primary role of the university in every area in which the university is assigned a role in graduate or professional work. This kind of research, which often requires special funding, special laboratories, and the employment of special research personnel, should be the exclusive role of the university.

7. Community Services

Community services is a role assigned to each of Utah's post-high school institutions. It may involve community use of institutional facilities, support of community projects by faculty and staff, and extension of counseling and guidance services, the sponsorship of cultural events, the service of faculties in community problem-solving, and the participation in those educational programs which are connected with the continuing education programs for Utah.

8. International Education

International education is conducted by Utah institutions and includes: foreign contract programs, study abroad in established university centers, the exchange of faculty and students, and inter-cultural studies conducted on the campuses.

TABLE III

ROLES FOR UTAH'S UNIVERSITIES

COMMITTEE L

DESCRIPTION	UTAH STATE UNIVERSITY	UNIVERSITY OF UTAH
1. Pre-matriculation	L	L
2. General Education	P	P
3. Continuing Education	(In accordance with Committee "E" Report Recommendations)	
4. Liberal Arts	P	P
5. Professional	P	P
6. Research	P	P
7. Community Services	P	P
8. International Education	P	P

CHAPTER V

RECOMMENDATIONS REGARDING PRESENT AND PROPOSED PROGRAMS

The Committee came finally to the most difficult portion of its report: Recommendations regarding present and proposed programs at the various institutions. These recommendations are now presented in tabular form. They reflect the Committee's understanding of the character of the separate institutions, their appreciation of the specific and practical needs of the people of the State of Utah and an acceptance of the premise that a "quality educational opportunity should be available to all post-high school students who can profit from it." Accordingly, the Committee has reviewed the instructional program at each institution and has made one of three recommendations:

I. That the program be conducted without further consideration and/or submission of additional data.

II. That additional information be submitted before final approval of the program. The approval or disapproval of these programs should be contingent upon the justification for the program in relation to the criteria developed by Committee "L" and adopted by the designated state coordinating agency for new program approval. Programs categorized under this classification should be considered "in question" until such time as new information is requested by the designated state coordinating agency and final approval is given. Existing programs should remain in Category "II" until they have been approved by the designated state coordinating agency. All proposed new programs are classified under Category "II" until such time as they have been officially approved by the designated central state coordinating agency.

Lower division requirements for most professions can be fulfilled by the general education programs in the State's junior colleges. The lower division requirements in other professional programs, i.e., pre-medicine and pre-dentistry, necessitate special laboratories and equipment beyond the general education function. Any new courses and programs requiring these special facilities and equipment are considered new roles and must be approved by the designated state coordinating agency.

III. That programs designated under Category "III" should be returned to the institutions for re-classification. These usually require relocation in the curriculum, indicating the need for identification with an established institutional role. Such a request for reclassification indicates that the information received from the institution does not justify recognition of the program as a role; the subject is not a program but a course of study which should be combined with an arts or science degree, or with an established certificate program.

The following definitions have been prepared to further assist with the interpretation of Tables IV through XI:[1]

Certificates

An institutional certificate is awarded upon the successful completion of a program directly oriented toward job entry. The length of the program varies according to the training requirments of the occupation.

Associate in Applied Science

The program leading to the Associate in Applied Science Degree is directly oriented toward job entry and is normally designed for students who wish to complete their formal education at the close of two years of training. Preparation for this degree includes theory courses, work experiences in the shop and/or laboratory, and general education. Major emphasis is centered around training in theory and practice in the shop and/or laboratory.

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[1] First professional degrees were not considered in this report.

Associate in Arts

This degree is awarded upon the successful completion of two years of college level, lower-division course work. The program is designed to fulfill approximately one-half of the baccalaureate requirements. The primary function of the Associate of Arts degree is to assist the student desirous of transferring to a four-year degree program at another institution. In addition, a student is required to develop a certain level of proficiency in a foreign language.

Associate of Science

This degree is awarded upon the successful completion of two years of college level, lower-division course work. The program is designed to fulfill approximately one-half of the baccalaureate requirements. The primary function of the Associate of Science degree is to assist the student desirous of transferring to a four-year degree program at another institution.

Bachelor's Degree

A degree granted upon completion of an educational program requiring at least four but not more than five years of academic work in the liberal arts, sciences, and professional fields.

Master's Degree

A degree customarily granted upon successful completion of one (sometimes two) academic years of work in the liberal arts and sciences beyond the bachelor's degree. The master's degree in professional fields is an advanced degree beyond the first professional but below the Ph.D. degree.

Doctor's Degree

The highest academic degree in a given discipline or profession, based generally on: (a) three or more years of graduate work, (b) satisfaction of a foreign language requirement, and (c) completion of a special study resulting in a dissertation approved by a committee of the faculty. Examples of doctor's degrees are the Doctor of Education (Ed.D.), Doctor of Public Administration (D.P.A.), Doctor of Public Health (D.P.H.), and Doctor of Philosophy (Ph.D.).

TABLE IV

RECOMMENDATIONS REGARDING PRESENT & PROPOSED PROGRAMS WITHIN ASSIGNED ROLES

UTAH TECHNICAL COLLEGE - PROVO

TABLE KEY:

A - Associate in Applied Science
Associate in Arts
Associate in Science
C - Certificate
- - Will be discontinued
+ - New program proposed

This report is based on information received from the administration of Utah Technical College at Provo.

DESCRIPTION	I	II	III
Agricultural Sciences			
Herdsman (Dairy)		+CA76	
Ornamental Horticulture	C		
Ranch Manager		+CA70	
Business & Secretarial Science			
Accounting	C	A	
Business Practice Composite	C	A	
Clerk Typist	C		
Executive Secretarial		A	
General Business	C	A	
Legal Secretary		A	
Marketing			
Advertising	C	A	
Business Management	C	A	
Marketing	C	A	
Office Machine Operator		+C70	
Office Management		A	
Secretarial		A	
Stenographer	C		
Health Occupations			
Dental Assistant	C	A	
Dental Hygienist		+A70	
Medical Assistant		+A74	
Medical Receptionist		A	
Medical Secretary		+A70	
Nursing Home Assistant		+C70	
Practical Nursing	C		
Psychiatric Aide		+C72	

DESCRIPTION	I	II	III
Industrial & Technical Education			
Airframe & Power Mechanics		+CA75	
Architectural Drafting Technology	C	A	
Assembly of Integrated Circuits	C		
Auto Body Repair & Refinishing	C		
Auto Body Repair Estimator	C	+A69	
Auto Mechanics	C	A	
Automatic Vending Machine Repair		+C70	
Barbering		+C72	
Building Construction	C	A	
Building & Grounds Management	C	A	
Business Machines Repairman		+C70	
Cement Finisher		+C75	
Civil Employee Training		+C70	
Civil Technology		+A69	
Commercial Art	C	A	
Commercial Driver (truck & bus driver)		+C69	
Commercial Photography	C	A	
Computer Repairman		+CA75	
Cooks & Bakers		+CA76	
Cosmetology		+C72	
Diesel Mechanic	C	A	
Diesel & Heavy Duty Mechanic	C	A	
Drafting & Design Technology	C	A	
Dry Cleaning (presser)		+C74	
Electrical Appliance Repair	C		
Electrical & Automation Technology	C	A	
Electrical Technology	C	A	
Electro-Mechanical Technician		+CA69	
Electronics Technology	C	A	
Engineering Technician		+CA74	
Executive Housekeeper		+C69	
Fire Science	C	A	
Floor Layer		+C70	
Fluid Power Technician		+CA70	
Food Processing Technician		+CA75	
Graphic Arts - Printer		+CA78	
Heavy Duty Equipment Operator		+C69	
Home Management		+C69	
Industrial Science Technology		A	
Institutional Attendant		+C70	
Instructional Media Technician		+CA69	
Instrument Repair	C	A	
Insurance Salesman		+CA69	
Interior Decorating	C	A	
Lapidary Technician		+C76	
Library Science Technician		+CA75	

TABLE IV - UTAH TECH. COLLEGE - PROVO (Cont'd)

DESCRIPTION	I	II	III
Industrial & Technical Education (Cont'd)			
Machine Shop	C	A	
Metal Working		+C75	
Metallurgical Technician		+CA76	
Motorcycle Repair Mechanic		+C72	
Painter & Decorator		+CA72	
Parks & Recreation Attendant		+C76	
Pilot Training		+CA75	
Plastics Technician		+CA76	
Power Sewing	C		
Real Estate Salesman		+CA69	
Refrigeration & Air Conditioning	C	A	
Science Technician		+CA70	
Service Station Attendant		+C69	
Service Station Manager		+CA72	
Sheet Metal Worker		+CA78	
Sign Painter		+C74	
Small Gas Engine Repair Mechanic		+C69	
Tile Setter		+C74	
Waitress		+C69	
Welding	C	A	
Woodworking	C	A	

TABLE V

RECOMMENDATIONS REGARDING PRESENT & PROPOSED PROGRAMS WITHIN ASSIGNED ROLES

UTAH TECHNICAL COLLEGE - SALT LAKE CITY

TABLE KEY:

A - Associate in Applied Science
Associate in Arts
Associate in Science
C - Certificate
- - Will be discontinued
+ - New program proposed

This report is based on information received from the administration of Utah Technical College at Salt Lake City.

DESCRIPTION	I	II	III
Business			
Bookkeeping	C		
Business Data Processing (See also Industrial & Technical Education)		+A68	
Business Practice Composite	C		
Business Practice & Office Administration	C		
Executive Secretarial		A	
Marketing	C		
Health Occupations			
Associate Degree Nurse		+A71	
Dental Technician		+A72	
Dental Technology		+A72	
Hospital Ward Clerk	C		
Instrumentation		+C69	
Instrumentation Tech.		+A70	
Med. Lab. Tech.		+C70	
Medical Secretary		+A70	
Nurse Aides	C		
Operating Room Tech.	C		
Practical Nursing[1]	C		
Tech. Nurse		+A72	
X-Ray Technology		+A71	

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[1] Federal Program.

TABLE V - UTAH TECH. COLLEGE - SLC (Cont'd)

DESCRIPTION	I	II	II
Industrial & Technical Education			
Aeronautics Technology		+C69A70	
Air Conditioning & Refrigeration		+C68	
Air Conditioning & Refrigeration Technology		+A69	
Aircraft Sheet Metal	C		
Architectural Drafting	C	+A68	
Auto Body Painting	C		
Auto Body Repair Engr.	C		
Auto Mechanics	C	+A68	
Barbering	C		
Building Construction Tech.		+A68	
Civil Technology		+A69	
Commercial Art		+A69	
Cosmetology	C		
Data Processing & Computer Science (See Business)		+A68	
Diesel Mechanics	C		
Drafting & Design Tech.		+A68	
Drafting Mechanics	C		
Electricity	C		
Electronics Technology		A+A70	
Executive Secretarial		A	
Heavy Duty & Diesel Mech.		+A68	
Hospital Ward Clerk	C		
Household Appliance Repair	C		
Instrumentation (See Health Occupations)		+C69	
Instrumental Technology		+A70	
Junior Executive		+A68	
Key Punch Operator	C		
Machine Shop	C		
Machine Technology		+A69	
Medical Secretary (See Health Occupations)		+A70	
Metal Working		+C68	
Printing	C		
Quality Assurance		+C69	
Quality Assurance Tech.		+A70	
Office Machine Repair		+C69	
Radio & T.V. Repair	C		
Shoe Repair		+C70	
Small Engine Repair	C		
Stenography	C		
Surveying		+C68	
Upholstering		+C68	
Vending Machine Repair		+C69	

DESCRIPTION	I	II	III
Industrial & Technical Education (Cont'd)			
Waitress		+C68	
Welding	C		
Welding Technology		+A68	
Woodworking	C		

TABLE VI

RECOMMENDATIONS REGARDING PRESENT & PROPOSED PROGRAMS WITHIN ASSIGNED ROLES

COLLEGE OF EASTERN UTAH

TABLE KEY:

A - Associate in Applied Science
Associate in Arts
Associate in Science
C - Certificate
- - Will be discontinued
+ - New Program proposed

This report is based on information received from the administration of the College of Eastern Utah.

DESCRIPTION	I	II	III
Business			
Administration	C		
Business Practice & Office Administration		C	
Education			
General Education		CA	
Industrial & Technical Education		CA	
Physical Education		CA	
Engineering			
General		C	A
Family Life			
Home Economics	C		
Fine Arts & Humanities			
Art	C		A
Music	C		A
Theatre Arts, Speech Composite	C		A
Industrial & Technical Education			
Auto Mechanics	C	A	
Coal Mining	C	A	
Cosmetology	C	A	
Industrial & Technical Education	C	A	
Machine Shop	C	A	
Welding Technology	C	A	

TABLE VI - COLLEGE OF EASTERN UTAH (Cont'd)

DESCRIPTION	I	II	III
Letters & Science			
Anthropology			A
Astronomy			AC
Biological Sciences			AC
Botany			AC
Chemistry			AC
Economics			AC
English			AC
Geography			AC
History			AC
Journalism			AC
Language			AC
Mathematics			AC
Philosophy			AC
Physics			AC
Physiology			AC
Police Science			AC
Political Science			AC
Psychology			AC
Sociology			AC
Zoology & Entomology			AC
Mines & Mineral Industries			
Geology			A

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TABLE VII

RECOMMENDATIONS REGARDING PRESENT & PROPOSED PROGRAMS WITHIN ASSIGNED ROLES

DIXIE COLLEGE

TABLE KEY:

A - Associate in Applied Science
Associate in Arts
Associate in Science
C - Certificates
- - Will be discontinued
+ - New program proposed

This report is based on information received from the administration of Dixie College.

DESCRIPTION	I	II	III
Business			
Accounting	C	A	
Banking & Finance		A-A68	
Business Administration		A	
Business Data Processing	C	A	
Clerk Stenographer	C	A	
Clerk - Typist	C		
Court Reporter		CA	
Data-Proc. - Clerk-Oper.	C		
Management		+A71	
Key Punch & Verif. Oper.	C		
Legal Secretary		+CA68	
Machine Bookkeeping		+C69	
Marketing		-A68	
Medical Records Tech.		+CA71	
Medical Secretary		+CA70	
Merchandising & Sales		+CA70	
Motel Management		CA-CA68	
Office Management		+CA69	
Personnel Management		+CA71	
Public Stenographer		+CA68	
Reservation & Rate Clerk		+C68	
Secretarial Science	C	A	
Small Business Management		+CA68	
Education			
General Education		CA	
Physical Education		CA	
Industrial Arts Education		+A69	

TABLE VII - DIXIE COLLEGE (Cont'd)

DESCRIPTION	I	II	III
Engineering			
General			A
Management Engineering		+CA69	
Family Life			
Home Economics	C		
Household Economics & Management		CA	
Fine Arts & Humanities			
Art	C		A
Music	C		A
Theatre Arts	C		A
Health Occupations			
Dental Technician		+CA69	
Med. Technology		A	
Nurse		+CA69	
Para Medical Programs		+C69	
Pre-Dental		A	
Pre-Medicine		A	
Pre-Nursing (See Nursing)		A	
Industrial & Technical Education			
Air Conditioning & Refrigeration		+CA69	
Aircraft & Power Mech.		+CA69	
Airline Stewardess		CA	
Airport Operation		+CA70	
Aviation (Pilot)		CA[1]	
Apprentice Related (Plumbing)		C	
Architectural Drafting Tech.	C	A	
Auto Body Painting	C	A	
Auto Body Repair Engr.	C	A	
Auto Mechanics	C	A	
Building Trades Technology		+CA72	
Civil Technology		+CA69[2]	
Cosmetology		+C69	

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[1] Presently on a limited basis in cooperation with local flight service.

[2] Course in surveying has been currently revived after being discontinued for many years.

TABLE VII - DIXIE COLLEGE (Cont'd)

DESCRIPTION	I	II	III
Industrial & Technical Education (Cont'd)			
Custodial		CA	
Data Processing & Computer Science (See Engr. and Business)		CA	
Electronics Technology		CA	
Food Service		+C68 +A70	
Graphic Arts		+C69	
Heavy Duty Equipment Oper.		+CA69	
Heavy Duty Equipment Repair		+CA69	
Manufacturing Trades		+CA72	
Resident Maid		+C68	
Welding & Fabrication		+C68	
Law & Pre-Law			
Pre-Law			A
Letters & Science			
Anthropology		+A68	
Archeology		+A68	
Biological Sciences			A[3]
Botany			A
Chemistry			A
Economics			AC
English			AC
Geography			AC
Geology			A
History			AC
Journalism			AC
Language			AC
Mathematics			A
Philosophy			AC
Physics			A
Political Science			AC
Psychology			AC
Sociology			AC
Speech			AC
Zoology & Entomology			A

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[3] Biology only.

DESCRIPTION	I	II	III
Natural Resources			
Forest Science		A	
Range Science		A	
Wildlife Resources		A	
Nursing			
Pre-Nursing (See Health Occupations)		A	
Pharmacy			
Pre-Pharmacy		A	

TABLE VIII

RECOMMENDATIONS REGARDING PRESENT & PROPOSED PROGRAMS WITHIN ASSIGNED ROLES

SNOW COLLEGE

TABLE KEY

A - Associate in Applied Science
Associate in Arts
Associate in Science
C - Certificates
- - Will be discontinued
+ - New program proposed

This report is based on information received from the administration of Snow College.

DESCRIPTION	I	II	III
Agricultural Sciences			
Agriculture Economics			A
Dairy Science			A
Farm Operation & General Agriculture			A
Plant Science			A[1]
Veterinary Science			A
Business			
Administration		A-A68	
Secretarial Science	C	A	
Education			
Agricultural Education		A	
General Education		A	
Home Economics Education		A	
Industrial Education		A	
Physical Education		A	
Engineering			
General			A
Family Life			
Clothing & Textiles			A
Family & Child Development			A

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[1] Represents Soils only.

DESCRIPTION	I	II	III
Foods & Nutrition			A
Home Economics	C		
Household Economics & Management		A	
Fine Arts & Humanities			
Art			A
English			A
Music			A
Speech			A
Theatre Arts			A
Health Occupations			
Dental (Pre)		A	
Medicine (Pre)		A	
Industrial & Technical Education			
Auto Mechanics		A	
Electronics Technology		A	
Industrial Science Technology		A	
Welding		A	
Law & Pre-Law			
Pre-Law			A
Letters & Science			
Anthropology			A
Bacteriology & Public Health			A[2]
Biological Sciences			C[3]
Botany			C
Chemistry			A
Economics			A
Entomology			A
Geography			A
History			A
Journalism			A
Language			
French			A
German			A
Spanish			A
Mathematics			A

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[2] Bacteriology only.
[3] Biology only.

TABLE VIII - SNOW COLLEGE (Cont'd)

DESCRIPTION	I	II	III
Letters & Science (Cont'd)			
Philosophy			A
Physical Science			A
Physiology			C
Political Science			A
Psychology			A
Sociology			A
Zoology & Entomology			C

TABLE IX

RECOMMENDATIONS REGARDING PRESENT & PROPOSED PROGRAMS WITHIN ASSIGNED ROLES

COLLEGE OF SOUTHERN UTAH

TABLE KEY:

A - Associate in Applied Science
Associate in Arts
Associate in Science
B - Bachelor's Degree
C - Certificate
+ - New Program Proposed

Projected degrees are listed as 1973, because CSU gives no further breakdown on specific dates. This report is based on information received from the administration of the College of Southern Utah.

DESCRIPTION	I	II	III
Agricultural Sciences			
Agricultural Technology		C	
Business			
Accounting	B		
Administration (Business, Education, Government)	B		
Clerical Training	C[1]		
Executive Secretarial		B	
General Business		C	
Marketing		+B73	
Secretarial Science		C	
Education			
Agricultural Composite		+B73	
Art Composite	B		
Biological Sciences Composite	B		
Business Education & Office Administration	B		
Elementary	B		
General Science Composite		+B73	
Industrial Arts Composite		B	
Physcial Education	B		

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[1] Federal program--part of Manpower training.

TABLE IX - COLLEGE OF SOUTHERN UTAH (Cont'd)

DESCRIPTION	I	II	III
Education (Cont'd)			
Physical Science Composite	B		
Psychology	B		
Social Studies Composite		+B73	
Family Life			
Family & Child Development		+B73	
Family Life & Office Administration		B	
Family Life Science	B	C	
Fine Arts & Humanities			
Art	B		
Communications		B[2]	
English		B[2]	
English Literature		B[2]	
Music	B[3]		
Music Composite		B	
Speech	B		
Theatre Arts	B		
Theatre Arts, Speech Composite	B		
Health Occupations			
Practical Nursing[4]	C		
Industrial & Technical Education			
Auto Technology	C	+B73	
Building Construction Technology		+B73	
Building Trades Technology		C	
Canvas Sewing[5]	C		
Civil Engineering Technology		C+B73	
Commercial Art		C	
Drafting Technology		C+B73	

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[2] Degree should be given, but lack information on distinction among three areas.

[3] Applied and theory.

[4] Federal Program.

[5] Intermittent program--offered only when need arises through local sewing factory.

TABLE IX - COLLEGE OF SOUTHERN UTAH (Cont'd)

DESCRIPTION	I	II	III
Industrial & Technical Education (Cont'd)			
Electronics Technology		C+B73	
Executive Secretarial		B	
Food Service		C+A69 +B73	
Industrial Technology		B	
Metal Fabrication Technology		C+B73	
Police Science		C+B73	
Letters & Science			
American Studies Composite		+B73	
Anthropology		+B73	
Botany	B		
Chemistry	B		
Earth Science Composite		+B73	
Economics		+B73	
General Science Composite		+B73	
Geology		+B70	
Health		+B73	
History	B		
Language			
French		+B73	
German	B		
Spanish	B		
Mathematics	B		
Physics		+B73	
Political Science	B		
Psychology	B		
Recreation		+B73	
Sociology	B		
Zoology & Entomology	B		

TABLE X

RECOMMENDATIONS REGARDING PRESENT & PROPOSED PROGRAMS WITHIN ASSIGNED ROLES

WEBER STATE COLLEGE

TABLE KEY:

A - Associate in Applied Science
Associate in Arts
Associate in Science
B - Bachelor's Degree
C - Certificate
M - Proposed Master's Program
+ - New Program Proposed

This report is based on information received from the administration of Weber State College.

DESCRIPTION	I	II	III
Agriculture Sciences			
General - Young Farmer		C	
Pre-Veterinary			A
Business			
Accounting	B	+M72[1]	
Administration (Business, Education, Government)		+M70[1]	
Banking & Finance	B		
Business Administration	B		
Business & Commerce - General	B	A	
Business Composite	B		
Business Data Processing (See also Industrial & Technical Education)	C	+AB68	
Management	B		
Marketing	B		
Office Administration		CAB	
Education			
Elementary	B		
Health, P.E., & Recreation	B		
Physical Education (See H., P.E., & Recreation)			

---

[1] These are proposed by the departments involved. No formal application has been made and no administrative approval--even tentative--has been given.

TABLE X - WEBER STATE COLLEGE (Cont'd)

DESCRIPTION	I	II	III
Education (Cont'd)			
Secondary Education	B	+M69	
Special Education		C	
Family Life			
Family & Child Development	B		
Family Life & Office Administration		B	
Fine Arts & Humanities			
Art	B		
Audiology--Speech Pathology (Audiology, Communication Science, Educational Audiology & Speech Pathology).		+B68	
English	B	+M69	
Honors Program		+B68	
Landscape Architecture		B	
Music	B		
Music Composite		B	
Pre-Architecture		A	
Speech Composite	B		
Theatre Arts	B		
Health Occupations			
Associate Degree Nurse	A		
Medical Technology		B	
Nursing		+B68	
Para-Medical Programs		+A68	
Practical Nursing[2]	C		
Pre-Dental			A
Pre-Medicine			A
Industrial & Technical Education			
Aircraft Instrument Repair	C		
Auto Body Repair Engineering	C		
Auto Engineering Technology	B		
Auto Mechanics	C		
Auto Service	C		
Cosmetology	C		
Data Processing (See Business)	C	+AB68	

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[2] Federal Program.

TABLE X - WEBER STATE COLLEGE (Cont'd)

DESCRIPTION	I	II	III
Industrial & Technical Education (Cont'd)			
Diesel Mechanics	C		
Diesel Technology			C
Electronics Engineering Technology	CB	A	
Industrial Arts & Crafts		A	
Industrial Drafting		A	
Industrial Engineering Technology	B	A	
Manufacturing Engineering Technology	B	A	
Welding	C		
Law & Pre-Law			
Pre-Law			A
Letters & Science			
Aerospace Studies		B	
Biological Sciences	B		
Botany	B		
Chemistry	B		
Earth Science		+B68	
Economics	B		
English & Literature	B	+M69	
Geography	B		
Geology		B	
History	B	+M69	
Journalism		B	
Language			
French	B		
German	B		
Spanish	B		
Mathematics	B	+M70	
Microbiology		B	
Military Science		B	
Physics	B		
Planning		+B68	
Police Science		A+B68	
Politcal Science	B		
Psychology	B	+M69	
Social Work			B[3]
Sociology	B		

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[3] Re-classification under Sociology.

TABLE X - WEBER STATE COLLEGE (Cont'd)

DESCRIPTION	I	II	III
Letters & Science (Cont'd)			
Speech	B		
Zoology	B		
Pharmacy			
Pre-Pharmacy			A

TABLE XI

RECOMMENDATIONS REGARDING PRESENT & PROPOSED PROGRAMS WITHIN ASSIGNED ROLES

UNIVERSITY OF UTAH

TABLE KEY:

A - Associate in Arts
Associate in Science
B - Bachelor's Degree
D - Doctorate Degree
M - Master's Degree
+ - New Program Proposed
- - Program to be Discontinued

This report is based on information received from the administration of the University of Utah.

DESCRIPTION	I	II	III
Business			
Accounting	B	M	
Banking & Finance	B	M	
Business Administration	MD		
Business Administration - Industrial Relations		M	
Management	B	M	
Marketing	B	M	
Education[1]			
Art Composite	B -B71		
Biological Sciences Composite	B -B71		
Business Composite	B -B71		
Distributive Composite	B -B71		
General Science Composite	B -B71		
Home Economics Composite	B -B71		
Language Arts Composite	B -B71		
Music Composite	B -B71		
Physical Science Composite	B -B71		
Social Studies Composite	B -B71		
Education			
Administration	MD		
Child Development & Family Relations		M	B
Education	M		
Educational Media		MD	

---

[1] These programs will be phased-out by 1971 and will be 5-year certification programs.

DESCRIPTION	I	II	III
Education (Cont'd)			
Educational Psychology	MD		
Elementary	B	MD	
Health Education			BM
Health, P.E., & Recreation[2]	BMD		
Home Economics Education		M	B
Medical Education		+M68	
Physical Education			BM
Science Education	M		
Secondary Education		MD	
Special Education		BM	

PRESENT & PROPOSED PROGRAMS

Engineering[3]

Administration	M
Biophysics & Bioengineering	D
Ceramic Engineering	BMD
Chemical Engineering	BMD
Civil Engineering[4]	BMD
Computer Science	BMD
Electrical Engineering[5]	BMD
Geological (See Mines & Minerals)	BMD
Industrial Engineering	B
Materials Science Engineering	+D67 +BM69

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[2] University of Utah should phase-out recreation. A study is being undertaken by UCCHE to assess the areas of Health, Physical Education, & Recreation at both state universities.

[3] The Committee recognizes that the field of Engineering is broad and that programs in certain areas might logically exist at both state universities without conflict or duplication. Rather than drawing distinct lines at this time, it is recommended that the department heads present to the central state coordinating agency their five-year program projections. The agency should develop this information and possibly involve the assistance of out-of-state consultants to evaluate this data. Until the time that this is completed, the programs in Engineering should remain as they presently exist.

[4] Specialties should not be duplicated.

[5] Areas within Electrical Engineering need to be defined.

TABLE XI - UNIVERSITY OF UTAH (Cont'd)

DESCRIPTION	I	II	III
PRESENT & PROPOSED PROGRAMS (Cont'd)			
Mechanical Engineering[6]	BMD		
Nuclear Engineering	MD		
Science Engineering	M		
Family Life[7]			
Clothing & Textiles			B
Family & Child Development (See Education)			B
Foods & Nutrition[8]		M	B
Home Economics			B
Fine Arts & Humanities			
Architecture	BM -B70		
Art	BM		
Audiology--Speech Pathology (Audiology, Communication Science, Educational Audiology & Speech Pathology)		+B67	
Ballet & Modern Dance	BM		
English	BMD		
Music	BMD		
Speech	BMD		
Theatre Arts	BMD		
Health Occupations			
Medical Technology		+M68	

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[6] Specialties should not be duplicated.

[7] It is the Committee's recommendation that consideration be given to re-classifying all baccalaureate degrees into a general Home Economics degree.

[8] It appears to the Committee that a strong baccalaureate degree is justified in Foods and Nutrition and should relate to Medical Dietetics. However, a master's degree program in Home Economics is not now justified.

DESCRIPTION	I	II	III
Industrial & Technical Education			
Accounting		A	
Commercial Art		A	
Costume Design & Clothing Construction		A	
Dance		A	
Drafting Technology		A	
Home Living		A	
Industrial Arts & Crafts		A	
Library Clerk		A	
Radio & T.V. Speech[9]		A	
Recreation		A	
Secretarial		A	
Surveying		A	
Law & Pre-Law			
Law	JD		
Letters & Science			
Aerospace Studies	B		
Anthropology	BMD		
Botany	BMD		
Chemistry	BMD		
Economics	BMD		
English	BMD		
Geography	BM		
History	BMD		
Journalism	B	M	
Language			
Arabic	MD	B	
Classics[10]	BMD		
French	BMD		
German	BMD		
Persian	M	B	
Russian	B		
Spanish	BMD		
Linguistics	M		
Mathematics	BMD		
Military Science	B		
Molecular & Genetic Biology	BMD		
Naval Science	B		
Philosophy	BMD		

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[9] The universities and technical schools should cooperate in the utilization of facilities, staff, etc.

[10] Will replace existing degrees in Latin & Greek.

TABLE XI - UNIVERSITY OF UTAH (Cont'd)

DESCRIPTION	I	II	III
Letters & Science (Cont'd)			
Physics	BMD		
Political Science	BMD		
Psychology	BMD		
Social Work	M		
Sociology	BM	D	
Zoology & Entomology	BMD		
Medicine			
Anatomy	MD		
Biological Chemistry	MD		
Medical Administration		+M68	
Medical Biology	B		
Medical Education		+M68	
Medicine	D		
Microbiology	BMD		
Pathology	M		
Pharmacology	MD		
Physiology	MD		
Mines & Mineral Industries[11]			
Fuels Engineering	BMD		
Geology	BMD		
Geological Engineering	BMD		
Metallurgy	MD		
Meteorology	BMD		
Minerology	BMD		
Mining Engineering	BMD		
Metallurgical Engineering	B		
Geophysics	BMD		
Nursing			
Nursing	BM		
Pharmacy			
Hospital Administration		MD	
Medicinal Chemistry	MD		
Pharmacology	MD		
Pharmacognosy		MD	
Pharmacy	B	MD	
Pharmacy Administration		MD	

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[11] Plans are being made to re-classify these programs within the School of Mines and Mineral Industries.

TABLE XII

RECOMMENDATIONS REGARDING PRESENT & PROPOSED PROGRAMS WITHIN ASSIGNED ROLES

UTAH STATE UNIVERSITY

TABLE KEY:

A - Associate in Arts
Associate in Science
B - Bachelor's Degree
D - Doctorate Degree
M - Master's Degree
+ - New Program Proposed
- - Programs to Discontinued

This report is based on information received from the administration of Utah State University.

DESCRIPTION	I	II	III
Agricultural Sciences			
Soils and Meteorology		BMD[1]	
Animal Science (Breeding, Nutrition, and Physiology)	BMD		
Dairy Science	B	M	
Food Science & Industry			BM
Food Science & Technology			BMD
Plant Nutrition & Biochemistry		BMD	
Plant Science (Crop Production & Management, Breeding, Physiology, Nutrition, Weeds, & Weed Control)	BMD		
Toxocology			MD
Veterinary Science	B		
Business			
Accounting	B	M	
Banking & Finance	B	M	
Business Administration	B	M	
Office Administration		B[2]	
Personnel & Industrial Relations	B		
Production Management	B	M	

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[1] Question Meteorology.

[2] See Business Education & Office Administration under Education.

TABLE XII - UTAH STATE UNIVERSITY (Cont'd)

DESCRIPTIONS	I	II	III
Education			
Administration	M -M68	D	
Agricultural Education	B	M	
Business Education & Office Administration	B	M +D68	
Child Development & Family Relations	B	M +M69	
Distributive Composite		B	
Education	M		
Educational Audiology		M	
Educational Psychology		BMD	
Elementary	B	MD	
Guidance & Counseling		MD	
Health, P.E., & Recreation[3]	BM	D	
Home Economics Education	BM	+D68	
Industrial & Technical Education	BMD		
Instructional Media & Library Science	BM		
Mathematics Education	B		D
Music Education		D	
Physical Education			BMD
Psychology			BMD
Science Education			D
Social Studies Education			D
Secondary Education	BM	D	
Special Education		BMD	

PRESENT & PROPOSED PROGRAMS

	I	II	III
Engineering[4]			
Agricultural & Irrigation	BMD		

---

[3] A study is being undertaken to assess the areas of Health, Physical Education, & Recreation at both state universities by UCCHE.

[4] The Committee recognizes that the field of engineering is broad and that programs in certain areas might logically exist at both state universities without conflict or duplication. Rather than drawing distinct lines at this time, it is recommended that the department heads present to the central state coordinating agency their five-year program projections. The agency should develop this information and possibly involve the assistance of out-of-state consultants to evaluate this data. Until the time that this is completed, the programs in engineering should remain as they presently exist.

TABLE XII - UTAH STATE UNIVERSITY (Cont'd)

DESCRIPTION	I	II	III
PRESENT & PROPOSED PROGRAMS (Cont'd)			
Engineering (Cont'd)			
Civil Engineering[6]	BMD		
Computer Science (See Letters & Science)	BM +D69		
Electrical Engineering[7]	BMD		
Manufacturing	BM		
Mechanical[8]	BMD		
Family Life[9]			
Clothing & Textiles	B	MD[10]	
Family & Child Development (See Education)	B	M[11]	
Foods & Nutrition	B	MD[12]	
General Family Life	B		
Home Economics	B		
Household Economics & Management		M	
Nutrition & Biochemistry (See Agricultural Sciences)		MD	

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[6] Specialties should not be duplicated.

[7] Areas within Electrical Engineering need to be defined.

[8] Specialties should not be duplicated.

[9] The Committee recognizes that USU should have a role in this area. However, it is felt that a combined program leading to the baccalaureate degree in Home Economics should be developed. Because of the low enrollment, it would appear that this whole program should be reviewed, and one or more fields of specialization developed for graduate programs.

[10] It appears that there does not exist a critical mass of faculty or adequate enrollment to offer a graduate program in this area.

[11] Examine in conjunction with the School of Education and prepare a graduate program to be offered in one of the two Schools.

[12] It appears that there does not exist a critical mass of faculty or adequate enrollment to offer a graduate program in this area.

TABLE XII - UTAH STATE UNIVERSITY (Cont'd)

DESCRIPTION	I	II	III
Fine Arts & Humanities			
Art	BM	+D72	
Audiology--Speech Pathology (Audiology, Communication Science, Educational Audiology & Speech Pathology)		BM +D70	
Communications		+M69	
English	BM	+D70	
Landscape Architecture	B	M	
Liberal Studies	B		
Music	BM		
Speech	BM		
Theatre Arts	BM		
Health Occupations			
Medical Technology		B	
Law & Pre-Law			
Pre-Law			B
Letters & Science			
Aerospace Studies	B		
American Studies	BM		
Anthropology	B	MD	
Applied Statistics & Computer Science (See Engineering)	B	M +D69 -M70	
Bacteriology & Public Health	B	MD	
Botany	BM	D	
Chemistry	BMD		
Ecology	D		
Economics	BM		
English	BM	+D70	
Entomology	BMD		
Geology	B	M +D68	
History	BM		
Journalism	B		
Language		+M69	
French	B		
German	B		
Russian	B		
Spanish	B		
Mass Communications		+M70	
Mathematics	BM	+D70	
Military Science	B		

DESCRIPTION	I	II	III
Letters & Science (Cont'd)			
Philosophy[13]		+M69	
Physics	BMD		
Political Science	BM		
Social Work	BM	D	
Sociology	BM	D	
Zoology, Entomology, & Physiology	BM	D	
Natural Resources[14]			
Conservation Science		+M69	
Fishery Management	BMD		
Forest Management	BM		
Forest Range Management	B		
Forest Recreation	BMD		
Forest Science	M		
Forest Watershed Management	B		
Game Management	B		
Range Science	BMD		
Watershed Management	B		
Watershed Science		+M68 +D68	
Wildlife Resources	BMD		

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[13] The Committee would encourage a bachelor's degree and the addition of a master's degree when the faculty and undergraduate program are developed.

[14] Committee "L" suggests that the terminology be reconsidered and that degrees be offered in the three major departmental titles.

CHAPTER VI

PROCEDURES FOR PROGRAM APPROVAL

Introduction

The Committee "L" Report has thus far shown that each State institution of higher education has specific roles to perform. The programs an institution develops should closely correlate with its assigned roles in order to make maximum use of the institution's strengths and resources. An institution should offer quality rather than quantity programs.

With each State institution performing numerous and sundry tasks, there must be some kind of central coordination to see that all State educational needs are being met and that the total educational system is functioning as an integrated unit. The effort must be on a statewide, regional, and even national basis. State higher education must be viewed in a broader context than can be seen by any single institution and its associated board.

Logan Wilson, President of the prestigious American Council on Education, succinctly expresses the need for effective coordination and planning in higher education:

> As it has become more important to the general welfare, higher education has also become more complicated, expensive, and interrelated. Entrenched views of institutional autonomy not only increase unnecessarily the price we must pay for an adequate educational system but also decrease both its efficiency and effectiveness as a coordinated instrumentality serving the best interests of the nation as a whole. These observations are not intended to imply that education at any level should be subservient to political

> needs, and I wish to go further and stress my view that the body politic, like the institutions it contains should be regarded as a service to individuals. But in a free society important forms of competition must be regulated if chaos is to be avoided. Is there a valid reason for exempting educational institutions from this common requirement?[1]

If the above rationale is accepted, the central state coordinating agency must play a major role in the following areas directly related to the allocation of institutional roles.

1. New program approval.
2. New administrative unit approval.

Specific procedures for program and administrative unit approval follow. Prior to a presentation of this procedure the reader should be cognizant of the relationships between assigned institutional roles and approval of programs and/or administrative units.

The following generalizations appear relevant to this relationship:

1. A proposed program or administrative unit must be judged on the basis of how it will relate to the roles of the requesting institution.
2. When viewed in relation to prior assigned institutional roles, the central state coordinating agency must be sensitive to shifts in population, career choices, and socio-economic changes.
3. There should be a periodic review of roles and programs by the central state coordinating agency. The assignment of particular roles and programs should not be considered irrevocable.
4. The central state coordinating agency must take an eclectic approach when evaluating an institution's request for change.

Relevant questions then arise as to what new programs should be reviewed, and at what level, by the central state coordinating agency?

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[1] "Higher Education Confronts its Future," Emerging Patterns in American Higher Education, page 4.

Program Approval - Limits of Authority

New Courses

The extent of the decision-making power for new course approval becomes an important consideration. That is, should the central coordinating agency be responsible for approval of everything down to and including the individual course or only for major program change?

Committee "L" believes that the State's central coordinating agency should acquire, collate, and publish all information necessary to effect coordination. Formal routines should be established for the collection of information regarding the curricula at all institutions. To facilitate this procedure two possible options appear worthy of consideration: (1) requesting that a copy of curriculum committee meeting minutes be forwarded to the central state coordinating agency whenever new course(s) and program(s) are approved by an institution, and/or (2) requiring that each institution submit to the central agency's offices a copy of all new courses approved during the past academic year.

The purpose of this review by the agency's office should not be for the purpose of suggesting course content. This _must_ remain the responsibility of the professional in each academic discipline. The sole purpose of the review should be to determine if the courses being taught relate to institutional role. It is felt that such a review would prevent the initiation of new programs by default. It would become much more difficult, if not impossible, for the central state coordinating agency to disapprove a program when faculty have been employed, equipment purchased, etc.

New Programs

While the designated central state coordinating agency should finally be responsible for the coordination of programs, this in no way should relieve the institution from responsible participation in curriculum and program development. It is acknowledged that the academic departments possess the competence to decide the proper structure and content of a program or curriculum; governing boards and administrative officers can best decide how a proposed program relates to the institution's role. It remains for the central state coordinating agency to apply its judgment as to how a proposed program relates to the programs of other institutions in the State. In addition, it must assess the prospects of growth, the impact of the change on other programs in the system, the effectiveness of the same or similar programs being offered elsewhere, and the alternative means to meet the needs established by the proposal.

Submission and Evaluation of a New Program or Administrative Unit

Formal procedures, although still tentative, have been developed for the submission and evaluation of programs. These guidelines are divided into three general areas: First, guidelines are presented for preparation of the program request ; second, procedures are suggested for program evaluation, once the central state coordinating agency receives the document. The final section presents specific criteria for program submission by the institution.

Program Request

An institution would be required to submit its program request according to a specific format. For this purpose, forms would be provided by the State's agency[1], outlining the procedures to be followed. The data submitted should assist the central state coordinating agency in making appropriate decisions regarding the program being proposed.

In addition to completing the appropriate forms, the agency should also request that the institution complete the relevant cover sheet attached to the document. The signature of the president of the institution would indicate that the proposal had been reviewed by the proper institutional personnel: the department head, the dean of the school or college, the graduate dean (if a graduate program), the academic council or senate, and the respective institutional board. The signature of the president would verify that the data contained in the proposal had been approved for release to and evaluation by the central state coordinating agency. Copies of each proposal should then be forwarded by the central state coordinating agency to each of the State institutions.

If an institution is not in concurrence with the agency's decision regarding their program request, further recourse should be provided. The institution could submit supporting information or alterations to meet the criticisms of the agency; written appeals also could be submitted or special hearings granted.

It should be emphasized that prior to final action by the designated central state coordinating agency, no institution should publicize its intention to offer a new program, i.e., use of news media, catalog listing, etc.

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[1] See pages 81-89.

Procedures for Program and Administrative Unit Evaluation

Two sets of guidelines have been developed by Committee "L." The first relates to new instructional programs and the latter, new administrative units. Each set of guidelines is divided into two phases. Phase I is for planning purposes. After evaluating this phase of the proposal, the central state coordinating agency should either invite the institution to submit the more detailed Phase II or inform the institution that the preliminary criteria of Phase I have not been satisfied. Approval for an institution to submit Phase II should not imply that the program has been approved. It should only indicate that the coordinating agency has assessed the program in relation to the institution's role and in terms of statewide planning for higher education. Acceptance of Phase I and Phase II should signify approval of the proposed program.

Since proposed new programs should be investigated thoroughly by the staff of the central coordinating agency prior to official action, the following schedule is suggested:

1. If the program is to begin fall quarter, Phase I data should be submitted to the central agency by November 15th.
2. All new academic programs expected to begin winter, spring, and summer quarters, should be submitted at least 6 months before the beginning of the quarter in which the program is to be initiated.

After approval of Phase I, the institution should be informed as to the deadline for submission of Phase II materials. Under extenuating circumstances, the central state coordinating agency should consider new program proposals any time during the year.

The central state coordinating agency should have the authority to allocate programs after each institution has had full opportunity to present its case. The data submitted should be evaluated according to established guidelines for new programs. These guidelines should then be applied impartially and objectively to each institution and each program request.

Submission of New Programs in Response to Central Agency Request

With regard to new program allocation, the central coordinating agency should have a role greater than that of a curricular clearing house. Committee "L" believes that a continuous assessment of State educational and training requirements should be made. When deficiencies and/or gaps appear in on-going programs, the central state coordinating agency should provide the necessary leadership to guarantee quality educational opportunities for the citizenry of the State. To accomplish the foregoing, it is suggested that:

1. The institution(s) be identified whose assigned role justifies the needed new program.
2. An invitation be extended to the selected institution(s) to submit a proposal for approval of a new program.

Criteria for Program Submission

Presented are the specific guidelines developed for new program and administrative unit approval. These criteria must be considered tentative, subject to further review and continuous evaluation.

CENTRAL STATE COORDINATING AGENCY

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM

Submitted by

Institution Submitting Proposal

Name of College, School, or Division

Name of Department(s) or Area(s)

A New Instructional Program Leading To:

Certificate, Associate, Bachelor's, Master's, or Doctorate Degree. (Give complete name of degree)

Academic Specialty or Area

Proposed Starting Date

Date Received

☐ Approved ☐ Disapproved

☐ Requires Additional Study

Action by the Central State Coordinating Agency

Director Date

This proposal has been approved by the appropriate institutional personnel as stated in the introduction to the guidelines.

President Date

INITIATION OF A NEW INSTRUCTIONAL PROGRAM

PHASE I

APPROVAL FOR PLANNING PURPOSES

1. Provide a statement concerning the need for the proposed new program.
2. How does the proposed program relate to the goals, roles and statutory purposes of the institution?
3. What effect will the proposed program have on the administrative structure of the institution? What departments, colleges or divisions will be involved?
4. Give examples of similar programs offered elsewhere (state and region).
5. Is the program to be accredited? If so, provide the basic criteria for accreditation and explain how they will be achieved.
6. What new degrees, diplomas, and/or certificates will be offered in the new programs?
7. How many students would be involved in the program the first year? Fifth year?
8. Do you have the "critical mass" of faculty necessary to initiate the program? What do you consider a "critical mass"?
9. Will adequate financial resources be available for the initiation of the new program? Cost estimates should be in terms of an ongoing, high-quality program, and not a minimal, beginning program.
10. Would any new physical facilities be required? Will any modification of existing facilities be necessary?

PHASE II

PROGRAM DESCRIPTION AND JUSTIFICATION

1. List the degrees, certificates, or diplomas to be awarded.

2. Provide a list of courses now included in the departmental curriculum which will be applied toward the new program.

3. List new courses which will be added at the time the program is initiated.

4. Provide some design as to plans for expansion of the curriculum in the first five years.

5. What courses now offered in other departments relate to this program?

6. Have outside consultants[1] reviewed your plan and schedule for the proposed new program?

ENROLLMENT

1. Explain the most likely source of students who will be expected to enroll. Will they be recruited from existing programs, or will they be attracted to the institution by the character of the program?

2. Project the enrollment for the initial year and for the next four years. Explain the basis for your projection.

3. If students are already enrolled in the proposed new program, indicate the enrollment trends for the past five years, or any portion thereof. This data should be grouped according to areas of concentration.

---

[1] A thorough review of all new advanced professional and doctoral degrees should be made by a panel of distinguished individuals in the subject area under review. These experts should be secured from a variety of institutions and/or research centers. There should be mutual concurrence between the institution requesting the program and the central state coordinating agency as to the acceptability of the consultants.

COSTS

1. Estimate the initial (first year) costs. Cost estimates should be in terms of an on-going, high-quality program and not a minimal, beginning program. How much will be absorbed in current budgets, and how much additional money will be requested?

2. Estimate the annual costs for the succeeding four years. Cost estimates should be in terms of an on-going, high-quality program and not a minimal, beginning program.

3. Show current departmental operating costs for those departments involved in planning the program. Will the new program, if adopted, result in increased departmental operating costs for those departments?

4. What additional costs are anticipated beyond the teaching role of the program, i.e., research, extension?

5. What non-state funds are available from public or private sources?

FACULTY AND STAFF REQUIREMENTS

1. List the names and qualifications of faculty who will be directly involved in the program (Give name, rank, highest degree earned, related work experience, present course load, etc.).

2. Project the need for new faculty over the first five-year period. If present members of the faculty are to conduct the program, explain how they will be relieved from other duties.

3. If new faculty will be necessary, explain what qualifications will be needed and what special training will be required.

4. Describe the likely involvement of all faculty in research, extension, or other extra-curricular activity.

5. What is the present faculty-student ratio in the department(s) involved in the planning? What is conceived as a proper ratio?

6. What clerical or supporting personnel will be needed?

7. Will the program involve graduate assistants in research and teaching functions?

8. What are the prospective salary ranges of both current and proposed faculty?

FACILITIES

1. Library - are present library resources considered adequate? If not, explain how the library will need to be strengthened during the next five years. (Refer to the need for books, periodicals, primary source materials, special reference programs.)

2. Laboratories - what new laboratory facilities will be needed in the first year, and what will be required during the following four years of operation?

3. Equipment - what new equipment will be needed in the first year and during the following four years?

4. Are there plans for mutual sharing of equipment among other post-high school institutions? Explain.

CENTRAL STATE COORDINATING AGENCY

PROPOSAL FOR THE INITIATION OF A NEW ADMINISTRATIVE UNIT

Submitted by

____
Institution Submitting Proposal

____
Name of College, School, or Division

____
Name of Department(s) or Area(s)

____
Proposed Starting Date

____
Date Received

☐ Approved ☐ Disapproved

☐ Requires Additional Study

Action by the Central State
Coordinating Agency

____
Director Date

This proposal has been approved by the appropriate institutional personnel as stated in the introduction to the guidelines.

____
President Date

NEW DEPARTMENTS, SCHOOLS, COLLEGES, INSTITUTES, FOUNDATIONS, RESEARCH, PUBLIC SERVICE, AND OTHER ADMINISTRATIVE UNITS

PHASE I

APPROVAL FOR PLANNING PURPOSES

1. Provide a short statement concerning the need and future of the proposed new administrative unit.

2. How does the proposed new administrative unit relate to the goals, roles, and statutory purposes of the institution?

3. What effect will the new administrative unit have on the overall internal structure of the institution? What departments, colleges, or divisions will be involved?

4. Is the new administrative unit to be accredited? If not, explain. When do you anticipate accreditation? If it is to be accredited, provide the anticipated time schedules.

5. List the subdivisions of the new administrative unit, i.e., if a new college, what are the departments?

6. Will adequate financial resources be available for the initiation of the new administrative unit? Cost estimates should be in terms of an on-going, high-quality program and not a minimal, beginning program.

7. Would any new physical facilities be required? Will any modification of existing facilities be necessary?

PHASE II

PROGRAM DESCRIPTION AND JUSTIFICATION

1. List and give a brief description of the programs under the proposed new administrative unit.

2. Will any new programs be added at the time the administrative change is implemented?

3. Provide some design as to plans for expansion in the first five years.

ENROLLMENT

1. Explain the most likely source of students who will be expected to enroll. Will they be recruited from existing departments and programs, or will the proposed administrative change be expected to produce a quantitative and/or qualitative change in student population?

2. Project the enrollment for the initial year and for the next four years. Explain the basis for your projection.

3. If students are already enrolled in the proposed new program, indicate the enrollment trends for the past five years, or any portion thereof. This data should be grouped according to areas of concentration.

FACULTY AND STAFF REQUIREMENTS

1. Project the need for additional faculty over the next five years.

2. If new faculty will be needed, explain what qualifications will be necessary.

3. What clerical or other supporting personnel will be needed?

COSTS

1. Submit a budget projection for the next five years, in as much detail as possible. Include all costs, i.e., salaries, equipment, construction, etc. Cost estimates should be in terms of an on-going, high-quality program and not a minimal, beginning program.

2. How much of the proposed budget will be in the form of additional funds above current appropriations? What are the sources of funds--state, federal, other?

CHAPTER VII

RECOMMENDATIONS

Introduction

The Committee's recommendations are an attempt to extract from the body of the report some of its salient features, as well as to highlight its major concerns. The recommendations are brief and unaccompanied by any justification. It is felt that justification is amply presented in the body of the report.

The Committee wishes to underscore the "felt urgency" of its recommendations. If they are not immediately instituted, the increasing demands and pressures being exerted on all post-secondary institutions cannot be met in an orderly fashion.

The Committee encourages the assignment of those institutional roles proposed in the report and is hopeful that all concerned will react favorably to its recommendation that new programs be approved by the designated central state agency. If this does not become a reality, it is believed that the urgency of our times will lead to a further confusion of roles performed by Utah's institutions of higher learning.

1. It is recommended that a central state agency be legally established for the coordination of present and proposed programs and the assignment of roles for the State's institutions of higher education. Regardless of the system of governance, this coordinating function must be established and properly staffed to represent the interests of the people of the State of Utah in the total system of higher education. The central state coordinating agency should require, collate, and publish all information necessary to effect coordination. Formal routines should be established for the collection of management data, information regarding the curricula at all institutions, and such other information as the agency shall consider necessary in the performance of its role.

2. Because of shifts in population, changes in career choices, and socio-economic developments, it is recommended that there be a continuous review of the roles and programs at all institutions.

3. It is recommended that a subcommittee of the central state coordinating agency be established to meet with the Budget Committee of the Legislature to advise funding for roles and institutions that are recommended by the central state coordinating agency.

4. It is recommended that the addition of baccalaureate degrees in junior colleges, graduate work in four-year colleges, and the creation of new post-high school institutions not be authorized by the Legislature until a need and feasibility study together with recommendations are submitted by the central state coordinating agency.

5. It is recognized that all students do not have the same aptitudes, abilities, or interests in the academic disciplines, nor do they have the same or similar educational goals. It also is understood that institutions are diverse in character and that they perform varied roles. It is imperative that each student be directed to that institution and to that program which best fits his purposes. It, therefore, is recommended that there be established:

    (a) A coordinated counseling service and standardization of testing programs;

    (b) a coordinated admissions policy;

    (c) financial assistance for deserving students whose educational needs cannot be met in their home areas;

(d) standardization and publication of degrees and programs offered at the various institutions; and

(e) standardization of transfer procedures.

6. It is recommended that there be a standardization of degrees, certificates, and diplomas awarded at all State institutions of higher education. In general, the technical colleges should continue to award certificates of completion and associate degrees; the junior colleges should unify academically-oriented programs under associate in science and arts degrees, as well as award some certificates; colleges should provide strong bachelor of arts and sciences degrees, and associate degrees and certificates only in the special vocational/technical areas; the universities should discontinue the awarding of associate degrees, continue to award certificates in selected fields, and place primary emphasis on the undergraduate liberal arts, professional, and graduate programs.

7. It is recommended that the procedures established by this committee be followed by institutions recommending new programs or changes in roles. Such procedures will apply during both preliminary and final planning. They will be applicable as well when institutions are asked by the central state coordinating agency to initiate new programs or assume new roles. No new programs or roles should be implemented by any State university, college, junior college, or technical college without prior approval of the central state coordinating agency.

8. It is recommended that immediate attention be given to the transfer programs of the two-year colleges, the four-year colleges, and the universities. Arrangements should be completed for the ease of admission of all students who desire to transfer to another institution after having completed an appropriate program with satisfactory achievement.

9. It is recommended that all institutions participate in the joint use of laboratories, equipment, and library resources whenever possible. This recommendation relates particularly to the areas of research, graduate education, international education, and continuing education.

10. It is recommended that all State post-high school institutions cooperate in joint programs of faculty exchange for improved utilization and staff development, including opportunities for participation in joint research projects.

11. Recognizing that the colleges and universities are burdened with prematriculation programs, it is recommended that the majority of such needs be met in the two-year colleges and by increased effort in adult or evening courses in the public secondary schools.

12. It is recommended that full recognition be given to the educational programs of private institutions in the State, and that these programs be considered as a factor in the coordination of programs at public institutions. A registry of course offerings at all institutions, public and private, should be maintained.[1]

    It is proposed that liaison between these institutions be established and maintained by the designated central state coordinating agency, particularly in:

    (a) Standardization of degree programs;

    (b) regularization of transfer procedures; and

    (c) through continued representation of private institutions on study committees and governing boards.

13. In order to enrich education in Utah and to improve the contribution of the State's institutions to international education and understanding, it is recommended that all institutions participate in an international educational consortium which would be established as an adjunct to the designated central state coordinating agency. This consortium would be responsible for the formulation and coordination of international educational policies and programs on the various campuses.[2]

14. It is recommended that all degrees conferred at the two-year colleges be re-classified under three general areas:

    (a) Associate in Applied Science

    (b) Associate in Arts

    (c) Associate in Science

    As a result, all junior and technical colleges should offer only terminal certificates, associate in applied sciences, associate in arts, and associate in science degrees.

15. Lower division requirements for most professions can be fulfilled by the General Education programs in the State's junior colleges. The lower division requirements in other professional programs, such as pre-medicine and pre-dentistry, necessitate special laboratories and equipment beyond the General Education function. Any new courses and programs requiring these special facilities and equipment are considered new roles and must be approved by the central state coordinating agency.

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[1] See Appendix E.
[2] See Appendix F.

16. It is recommended that post-high school institutions give more attention to training programs designed to meet Utah's manpower needs. The technical and junior colleges should expand their programs to meet these established needs through increased emphasis on training in vocational/technical and para-professional areas.

17. It is recommended that the four-year colleges offer a broad general-purpose college education while continuing their present special competencies and character, and concentration be given to development of greater strength in the liberal arts.

18. It is recommended that professional schools such as Law, Medicine, Engineering, and Agriculture, other than those already existing, not be established in any of the four-year colleges. Those colleges should concentrate on developing excellence in the programs established within its assigned roles.

19. Professional schools such as Law, Medicine, and Agriculture, and research programs requiring specialized facilities and equipment, should not be duplicated at both universities unless clearly justifiable. Each university should concentrate on developing excellence in the programs established within its assigned roles.

20. It is recommended that the administrative officers of all public and private institutions in the State involved in training nurses meet at least every three months under the auspices of the designated central state coordinating agency to assure the following:

    (a) Employment of educational facilities so as to insure the proper ratio of two-year, bachelor, and master's programs in nursing.

    (b) Standardization of educational offerings for nurses so as to assure interchangeability of credits of institutions.

    (c) Joint utilization of State resources, buildings, faculty, etc., where possible.

21. Recognizing that social and intellectual involvement with students of other cultures is a vital element of the student's education, it is recommended that the admission and tuition policies of the State's institutions be established to encourage the enrollment of a sizable minority (approximately 15-20%) in each institution from outside the State.

22. The educational requirements of all citizens within the State cannot be satisfied through State institutions. Therefore, it is recommended that cooperation with regional associations, such as the Western Interstate Commission of Higher Education and the Association of Western Universities, be continued and where possible strengthened by the designated central state coordinating agency.

APPENDIX

PETER W. BILLINGS, Chairman
Salt Lake City
DAVID LAWRENCE McKAY, Vice Chairman
Salt Lake City
DANIEL L. BERMAN
Salt Lake City
WARREN H. BULLOCH
Cedar City
MRS. DAVID K. WATKISS
Salt Lake City
GEORGE C. HATCH
Salt Lake City
CONLEY WATTS
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State of Utah
Coordinating Council of Higher Education
Suite 1201 University Building
136 East South Temple
Salt Lake City, Utah 84111

MERLE E. ALLEN
Director

Telephone
(801) 328-5619

SAMPLE COPY

APPENDIX A

RE: School of Arts & Letters
Department of ____________

Dear President ____________:

The Roles and Curriculum Committee (one of the master plan subcommittees) has spent the past several months examining the roles and curricular offerings of Utah's post-high school institutions. To this juncture deliberations by the Committee have been based on materials previously filed with the Council's Office and information requested by Committee L from the separate institutions. This material has been assembled into working papers which have provided the basic source of reference for the Committee's work. However, in some areas, there is still insufficient information on which the Committee can base its judgment. In these cases, we are turning to the institutions for additional information and for clarification of materials already filed with us. The specific information we need can best be supplied by your completion of the enclosed Profile Sheet. More general questions appear in the text of the letter.

It will no doubt be useful for you to know that the questions the Committee now raises are sometimes based on practical considerations, but the over-riding concern is that a quality educational opportunity be provided for all students in Utah. The nature of the questions reveals that the Committee believes that a coordinated curricula is necessary to assure such opportunities.

The Committee has requested that an inquiry be made into the status of your Department of ____________. Graduate programs in this department indicate some decline over the past five years even though there is every indication of the presence of an adequate staff. Information available to us indicates that there have been 18 master's and three doctor's degrees awarded in the department from 1961 through 1966. In view of these figures, does the institution believe that it is justified in continuing the doctoral program? The Committee believes that a strong graduate program, including work at the doctoral level, is needed. What plans are being made to strengthen graduate programs in this area?

We realize this is an involved and time-consuming task. If we can assist you in any way, please don't hesitate to call or write. A reply by March 22 will be appreciated.

Sincerely,

Associate Director of
Academic Affairs
For Committee "L"

MA/so

Enclosure: Profile Sheet

INSTRUCTIONS

PROFILE OF DEPARTMENT

The attached Profile Sheet is designed to provide concise and factual data relative to the current status of the department. It provides an opportunity for the department to register an assessment of its adequacy or inadequacy in the areas of faculty, students, and facilities. In addition, departmental personnel are encouraged to include any information they feel will assist Committee "L" in its deliberations.

FACULTY:

It is expected that the department will respond in terms of the number of faculty assigned and extent of training. The question posed does not imply a qualitative evaluation.

STUDENTS:

Report the number of students presently majoring or minoring in your department at the undergraduate and graduate levels. This question should be answered in such a way as to indicate the number of advisees handled by the department as well as to reflect the amount of work done in thesis writing. Direct instructional costs should include only those monies expended which are reflected in departmental budgets, i.e., salaries, supplies. The enrollment projection should be related to institutional projections. Degrees granted should be reported from the next preceding academic year.

FACILITIES:

All facilities are simply reported as adequate or inadequate according to the needs of present programs. If an extension of the program is projected, it is expected that the report will show some inadequacies without reflecting on the quality of the program. These may be explained and itemized in the space provided.

ADDITIONAL FACTORS:

When dealing with additional factors, please report the justification for the program being profiled -- whether the justification be one of student desires, economic need, community need, national need, or any combination of these or other factors. Also list other related departments or programs on campus which contribute to the strength of this department.

UTAH COORDINATING COUNCIL OF HIGHER EDUCATION
REQUEST FOR PROFILE OF DEPARTMENT WITHIN INSTITUTIONS OF HIGHER EDUCATION IN THE STATE OF UTAH

INSTITUTION__________________________ DATE FILED_________________________

COLLEGE_______________________ DEPARTMENT_________________________________

FACULTY:

Total Number of Faculty________ Doctors_______ Masters__________
Bachelors________ Is present faculty adequate_____ inadequate_____

STUDENTS:

Majors_______ Minors_______ Graduate Major_______Graduate Minor____
Number of student credit hours produced in the preceding academic year_______ Direct instructional cost per student credit hour_____
Enrollment projection (five year) Graduate_____ Undergraduate_____
Degrees Granted (previous year) Bachelors_______ Masters __________
Doctors _______ Others_______ Certificates_______

FACILITIES:

Library Facilities: ________Adequate ________Inadequate
Laboratories: ________Adequate ________Inadequate
Classrooms: ________Adequate ________Inadequate

Additional facilities needed (itemize and explain)

____
____
____
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____
____
____
____

ADDITIONAL FACTORS:

____
____
____
____
____
____
____
____
____
____
____

(Use other side for additional comments)

PETER W. BILLINGS, Chairman
Salt Lake City
DAVID LAWRENCE McKAY, Vice Chairman
Salt Lake City
DANIEL L. BERMAN
Salt Lake City
WARREN H. BULLOCH
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Suite 1201 University Building
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MERLE E. ALLEN
Director

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(801) 328-5619

SAMPLE COPY

APPENDIX B

LETTER OF INQUIRY

Dear Vice President ________________:

The Master Plan Roles and Curriculum Committee, in an attempt to more effectively complete their task of developing a role for each institution, has requested that the staff of the Coordinating Council contact your institution for information concerning the program offered at _____ __________.

Committee L members feel that departmental personnel should have the opportunity of assessing their program status and reporting their findings to the Committee. Therefore, we solicit your assistance in answering the following specific questions:

GRADUATE EDUCATION

1. During the past ten years, according to information available to the Committee, few students have received degrees in ________. Is there a need to offer both an ______________ and ____________ degree?

   a. In other words, is there a demand for students with a master's degree in ____________ or would it be just as valuable to the student if he were to write his thesis in the area of ____________ and receive the __________ degree?

2. What is the reason for offering separate degrees in _______________, ____________, _____________, etc.? Would it be realistic to combine all of these and offer just the _____ degree? Please discuss.

3. Do members of the School of ____________ feel that the State of Utah can justify an _______ program at both state universities?

4. What is the cost of the _______ program--overall and per student?

The Committee would also appreciate cost information regarding the present master's program in the following specific areas: _______, ___________, _________________, _______________________, __________________.

5. How many students are presently enrolled in each department of the School?

6. Please respond to the same general inquiry made in Item 1 but relate your response to the master's degree in ___________, where no students have received a degree in the last three years, according to Committee data.

7. If additional faculty, library holdings, facilities, and/or equipment are required, what would be needed to build this area into the quality of program you envision?

UNDERGRADUATE EDUCATION

8. How many students are presently enrolled in the School? Please tabulate by department.

The Committee is extremely anxious to complete their evaluation of existing programs in the State and would appreciate receiving your materials by February 9. A discussion of this program is scheduled for the next meeting of Committee L.

We would also appreciate information concerning the research portion of your program in ___________. More specifically, the per cent of faculty time spent on research, along with the number of students involved (part or full-time) and the kinds of research being performed.

We realize this is a rather involved and somewhat time-consuming task, but would appreciate your immediate attention in returning the requested information. If we can assist you in any way, please don't hesitate to write or call.

Sincerely,

Associate Director of
Academic Affairs
For Committee "L"

PETER W. BILLINGS, Chairman
Salt Lake City
DAVID LAWRENCE McKAY, Vice Chairman
Salt Lake City
DANIEL L. BERMAN
Salt Lake City
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SAMPLE COPY

APPENDIX C

Dear President ________________:

Enclosed is a list of degrees and certificates available at your institution, complete according to the information now available to the Council's Staff. (See Attachment 1.) We realize there could be discrepancies in the attached list and what is actually offered. Therefore, would you please make appropriate additions or deletions on this list, together with the plans and aspirations your institution might have for developing new and/or discontinuing existing programs between now and the academic school year 1972-73. Although future projections are somewhat abstract, please be as specific as possible.

In addition to the above requested data, would you please list the research units and research and clinical units presently functioning on your campus, as well as anticipated expansion in these areas. (See Attachment 2.)

This material is to be used by Master Plan Committee L, the Roles and Curriculum Committee. Such information should prove most valuable as a working document for this Committee. Your assessment of institutional direction will also provide meaningful, tentative guidance for the Council as it works toward development of a comprehensive plan focusing upon the interrelationships of existing programs within the total state higher education structure.

Because Committee L is approaching a period when some rather far-reaching decisions will need to be made, we would appreciate receiving this information within the next week or two. It is our hope that this data is already available through your long-range planning efforts and will not require extensive effort or a burden on institutional personnel.

Cordially,

Associate Director of
Academic Affairs
For Committee "L"

Enclosure

A T T A C H M E N T 1

SAMPLE COPY

MASTER PLAN COMMITTEE L

Degree Terminology	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than: 1968-69	1969-70	1970-71	1971-72	1972-73	Proposed Discontinuation Programs Degrees to be terminated not later than: 1968-69	1969-70	1970-71	1971-72	1972-73
Business											
Accounting	MS BS										
Administration	PhD MS BS										
Banking & Finance	MS BS										
Business Administration--Industrial Relations	MS										
Business & Commerce, General	MS BS										
Economics	PhD MS BS										
Management	MS BS										
Marketing	MS BS										
Education											
Art Composite	BS										

PhD represents Doctor of Philosophy (Education, Medicine, Law, Business, etc.)
MS represents Master of Science and/or Master of Arts
BS represents Bachelor of Science and/or Bachelor of Arts
AS represents Associate of Science and/or Associate of Arts
C represents certificates

SAMPLE COPY

ATTACHMENT 1

Degree Terminology	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than:					Proposed Discontinuation Programs Degrees to be terminated not later than:				
		1968-69	1969-70	1970-71	1971-72	1972-73	1968-69	1969-70	1970-71	1971-72	1972-73
Education (cont.)											
Administration	PhD MS										
Distributive	BS										
Education	MS										
Elementary	PhD MS BS										
Health	MS BS										
Health, P.E., & Recreation	PhD MS BS C										
Home Economics Composite	BS										
Music Composite	BS										
Physical	MS BS										
Psychology	PhD MS										
Science	MS										
Secondary	PhD MS										
Special	MS BS										
Engineering											
Administration	MS										
Biophysics & Bioengineering	PhD										

SAMPLE COPY

ATTACHMENT 1

Degree Terminology	Existing Programs	Proposed Degree Programs Degrees to be awarded not earlier than:					Proposed Discontinuation Programs Degrees to be terminated not later than:				
		1968-69	1969-70	1970-71	1971-72	1972-73	1968-69	1969-70	1970-71	1971-72	1972-73
Letters and Science											
Aerospace Studies	BS			MS							
American Studies	PhD MS BS									BS	
Anthropology	BS					MS					
Audiology	MS BS AS						AS				
Bacteriology	PhD MS BS										
Botany	PhD MS BS AS								AS		
Chemistry	PhD MS BS										
Economics	PhD MS BS										
English & Lit.	MS BS			PhD							
History	MS BS AS					PhD			AS		
Industrial Relations	BS	MS									
Journalism	PhD MS BS										
Languages	PhD MS BS										
Library Science	BS AS		MS								AS
Mathematics-Stat.	MS BS				PhD						
Physics	PhD MS BS AS							AS			

SAMPLE COPY

ATTACHMENT 2

The following list represents areas which might be included in both research and research and clinical categories:

Research Units:

- Agricultural Experiment Station
- Archeological Research Facility
- Bancroft Library
- Botanical Garden
- Cancer Research Genetics Laboratory
- Center for Operations Research
- Center for Study of Higher Education
- Computer Center
- Education Field Center
- Electronics Research Laboratory
- Engineering Research--General Services
- Forest Products Laboratory
- Hydraulic Laboratory
- Institute of Human Learning
- Institute of Industrial Relations
  - Center for Labor Research and Education
- Institute of International Studies
  - Centers for
    - Chinese Studies
    - Japanese Studies
    - Latin American Studies
    - Slavic and East European Studies
- Institute of Personality Assessment and Research
- Laboratory of Chemical Biodynamics
- Laboratory of Marine Biology
- Museum of Paleontology
- Museum of Vertebrate Zoology
- Seismographic Stations
- Space Sciences Laboratory
- Statistical Laboratory
- Structural Engineering Materials Laboratory
- Tropical Biogeographical Research
- Virus Laboratory
- White Mountains Research Station
- Zoology Research--Fisheries

Research and Clinical Units:

- African Studies Center
- Agricultural Experiment Station
- Air Pollution Research
- Brain Research Institute
- Bureau of Business and Economic Research
- Business Administration Research Division
- Cancer Research Institute
- Cardiovascular Research Laboratory
- Center for International Security Studies

APPENDIX D

TABLE XIII

LIST OF MEDICALLY-ALLIED OCCUPATIONS
(HEALTH-RELATED FIELDS - UTAH COLLEGES AND UNIVERSITIES-1968)

Program Presently Being Offered at Utah Institutions	Institution Offering Program	Assignment of Institutional Role*
Associate Degree Nursing	WSC	A
Dental Assistant	Utah Tech Provo	C
Hospital Ward Clerk	Utah Tech SLC	**
Licensed Practical Nurse	WSC, CSU, Utah Techs	C
Medical Technology	Utah, WSC, USU	MS BS
Nurse Aides	Utah Tech SLC Hospitals	**
Operating Room Technician	Utah Tech SLC	C
X-Ray Technician	Utah, WSC	C

* C represents Certificate
A represents Associate Degree
BS represents Bachelor's Degree
MS represents Master's Degree

** In-depth study must be undertaken in order to establish definite institutional roles in this area.

TABLE XIV

LISTING OF MEDICALLY-ALLIED PROFESSIONS AND OCCUPATIONS THAT ARE NOT PRESENTLY OFFERED IN UTAH HIGHER EDUCATIONAL INSTITUTIONS

Listing of Medically-Allied Professions* That Are Not Presently Offered in Utah Higher Educational Institutions	Institution Assigned Role	Present Demand for Trained Personnel in the Medical Profession	Role Classification**
Bioengineer	Utah	Little Need	BS
Biostatistician	Utah	Little Need	#
Computer Programmer	Utah	Considerable Need	BS
Cytotechnologist	Utah*** Trade Techs	Considerable Need	C
Dental Laboratory Technician	WSC Trade Tech Provo	Little Need	C
Dietician	Utah, USU	Moderate Need	BS
Food Technologist	USU	Little Need	#
Health Economist	Utah	Little Need	#
Health Education	Utah	Little Need	#
Hospital Administration	Utah	Little Need	#
Immunohematologist	Utah	Little Need	#
Inhalation Therapist	Utah, WSC	Great Need	C

* Prior to any of these programs being offered at state public institutions, they should receive the approval of the central state agency responsible for program approval.

** C represents Certificate
BS represents Bachelor's degree

*** Utah (Holy Cross affiliate with Salt Lake Trade Tech)

# In-depth study must be undertaken in order to establish definite institutional roles in this area.

TABLE XIV
(continued)

Listing of Medically-Allied Professions That Are Not Presently Offered in Utah Higher Educational Institutions	Institution Assigned Role	Present Demand for Trained Personnel in the Medical Profession	Role Classification
Laboratory Technician	Trade Techs	Moderate Need	C
Medical Social Worker	Utah	Great Need	MS
Medical Technician	WSC, Trade Techs	-	#
Nuclear Medical Technologist	Utah, WSC	Little Need	BS
Nycologist	Utah	Little Need	#
Occupational Therapist	Utah	Moderate Need	BS
Physical Therapy	Utah	-	C
Psychiatric Aide	Utah, WSC Trade Tech Provo	Moderate Need	C
Psychometrist	Utah	Moderate Need	BS
Public Health	USU	Moderate Need	BS
Radiation Engineer	Utah	Little Need	#
Radiologist	Utah	Little Need	BS
Recreational Therapist	Utah	Little Need	#
Rehabilitation Counselor	Utah	Little Need	#
Virologist	Utah	Little Need	#

APPENDIX E

STATEMENT OF POSITION*

The following is a "Statement of Position" by representatives of the Entrepreneurial Schools in Utah, submitted to the Coordinating Council of Higher Education for consideration as part of the Utah Master Plan for Higher Education.

1. Entrepreneurial schools believe there should be:

    a. greater cooperation between public and private institutions through avoidance of unnecessary duplicated training programs by the public sector into areas adequately served by the private sector, unless costs and efficiency studies clearly show expansion by the public sector to be in the best interests of the State;

    b. a more uniform system of standards so that a student can be encouraged to change his educational goal and/or institution, without the all-too-frequent result of an undue loss of credits in the process; and

    c. coordination in allowing the transfer of credit for courses taught by private institutions which could satisfy certain requirements at public institutions offering baccalaureate programs.

2. To further promote higher education in Utah:

    a. there must be a greater utilization of existing private educational facilities and staffs, thus helping to improve the economic base for financing post-high school education; and

    b. to further promote higher education in Utah, the entrepreneurial schools feel that they can greatly assist State-supported institutions with ever-increasing student enrollments. This can be accomplished through providing more qualified instructors, additional programs, classrooms, and other training facilities.

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*This "Statement of Position" does not represent Brigham Young University and Westminster College.

3. The private sector wishes to gain recognition for the quality and efficiency of their programs by establishing an internal entrepreneurial school association. This body would correlate the activities of these schools with interested state agencies through developing higher and more acceptable standards of training.

4. There is positive need for liaison representative from the entrepreneurial schools who would serve as the contact with the public sector in those matters of mutual concern.

5. Both public and private institutions throughout the State should enter into a joint understanding to assure Utah business and industrial executives that they can indeed rely on the quality of the graduates from these institutions to assume responsible positions in business and industry and also in the community, etc.

APPENDIX F

INTERNATIONAL EDUCATION

The following is a description of some of the problems encountered by Utah institutions as they attempt to relate to foreign programs and foreign students. Also included are suggestions as to the roles the various institutions might be expected to perform.

No one has fully tabulated the many roles which institutions are playing in this Twentieth Century--perhaps no one will. The American system of higher education has become an object of curiosity to some, and to people in other countries, it must remain something of a mystery. Together with our ambitions to promote democracy abroad, we have attempted to send along our concept of American higher education. We have tried to put these institutions in the intellectual community of the world and we have sent campus representatives to foreign countries on separate missions in an effort to re-shape the destiny of some parts of the earth. Our educational systems reflect some of the changes now observable in the American culture and we have come to think that they can speak best of America.

In the 1940's, higher education was drawn into support of the war effort. Following the War, Americans reacted against what they recognized as the ignorance of our people in their knowledge of the culture and language of people outside Western Europe. In 1950, there began programs to correct this general deficiency: Fulbright Scholarships, university contracts, language and art centers multiplied, and a steady stream of foreign students came to the United States to take up their education. In 1960, the role of higher education in world affairs was studied by the Ford Foundation (Morrill Committee Report) in an attempt not only to clarify the international roles of the American university, but to suggest ways these institutions might perform more effectively. Questions were raised: How could the university organize itself internally to carry out its international commitments? What were appropriate ways to provide for institutional cooperation? In the 1960's, the Government began to finance certain programs under Title VI of the National Defense Education Act; enacted earlier, it became a major influence in this decade. The USAID began its conduct of overseas programs by contracting with universities who seemed to demonstrate some necessary competence. In sum, it can be said that most institutions are now looking to these programs as a means of enriching their educational programs, as well as providing the means of projecting their programs overseas. Utah's institutions are included here. They have assumed a role heretofore undefined and unstructured. They have all participated to some degree in foreign programs ranging from the admission of a few foreign students in campus programs to the execution of institutional contracts with USAID. An enumeration of the programs now functioning is not necessary, but an elaboration of the objectives, together with an identification of roles, should be helpful.

Suggested Objectives: To enrich education in Utah; to stress the educational value of languages and comparative literature; to offer courses designed to promote human understanding between races, religions, cultures and nations; to provide opportunities for service in international programs.

Suggested Roles:

1. To develop curricula in areas which contribute to the students' appreciation and understanding of world affairs.

2. To provide an appropriate educational setting for foreign students on Utah campuses.

3. To provide appropriate adaptations of the curriculum for the foreign student.

4. To participate in various programs involving foreign service and to make it possible for qualified people (students and faculty) to participate.

Administrative Recommendations:

1. That all programs be articulated with the general objectives (goals) of higher education.

2. That all institutions participate, but with varied roles. Only the State universities should adjust their curricula to the needs of the foreign student. The universities responsible for the conduct of contractual missions should, however, encourage participation by other Utah institutions.

3. That interested and qualified faculty members of all institutions be allowed to serve on foreign assignments.

4. That procedures be established to coordinate all programs.